REPORT OF THE
DEPARTMENT OF EDUCATION

THE SOCIAL PROMOTION OF STUDENTS

TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA

HOUSE DOCUMENT NO. 69

COMMONWEALTH OF VIRGINIA
RICHMOND
1997

COMMONWEALTH of VIRGINIA

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January 20, 1997

The Honorable George Allen, Governor of Virginia
State Capitol, 3rd Floor
Richmond, Virginia

Members of the Virginia General Assembly
General Assembly Building
Richmond, Virginia 23219

Dear Governor Allen and Members of the General Assembly:

Please accept the enclosed report in fulfillment of the Department's responsibility under House Joint Resolution 175 of the 1996 General Assembly. The bill called on the Department of Education to examine the social promotion of students.

I hope you find the report responsive and informative. If I can answer any questions or provide any further information, please contact me.

Sincerely,

Richard T. La Pointe

Richard T. La Pointe

RTL/kbs

Enclosure

EXECUTIVE SUMMARY

HJR 175

THE SOCIAL PROMOTION OF STUDENTS

REPORT
OF THE
VIRGINIA DEPARTMENT OF EDUCATION

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EXECUTIVE SUMMARY

HJR 175: THE SOCIAL PROMOTION OF STUDENTS

HJR 175 focused on the causes of social promotion, its prevalence among the public schools of the Commonwealth, and the grade levels and numbers of students affected. Although social promotion was the topic of the study, retention and remediation were included because of their interrelationship.

The decision to promote or retain a student is a local option. There is no provision in the Standards of Accreditation, the Standards of Quality, or State Board of Education Regulations to govern local promotion policies.

Social promotion is an informal procedure made at the classroom level. Data are not collected, and the prevalence of social promotion cannot be ascertained in Virginia. On the other hand, data are collected about retention rates. Student retention dipped to a low of 4.0 percent in 1972-74 and reached a high of 7.9 percent in 1978-79. In 1994-95, the retention rate was 4.7 percent.

Causes of social promotion point to (a) the nature of the elementary curriculum, (b) lack of precise academic standards, (b) concern about the stigma associated with retention, (c) belief that retention does not help students, (d) pressure from the principal, (e) no perceived alternatives to retention, (f) pressure from parents, (g) student maturity, (h) low achievement, (i) student learning deficiencies, and (j) faulty diagnosis.

Cause and effect cannot be proven, but a strong relationship has been established between retention and drop-out rates and negative attitudes about school. Retention does not seem to help the majority of students, and gains made by retainees tend to disappear over time. Students who are retained in lower grades show the most improvement.

There is an average 25-percent remediation rate among Virginia students entering Virginia colleges and universities (1993-94). Being underprepared and unprepared for college-level work were among the reasons cited as the need for remedial courses. Students in remedial courses may have been social promotions in high school, but there are no data to substantiate this. Reasons for placement in remedial courses in college include (a) late decisions to attend college, (b) poor study skills, (c) limited proficiency in English, (d) misunderstanding of college requirements, and (e) difficulty with traditional curricula.

With the implementation of the Standards of Learning (SOLs) which define expectations at each grade level and with assessments at grades 3, 5, 8, and 11, educators will now have clear and common measures of academic achievement. These measures may offer an independent evaluation outside of the student's classroom grades of his/her academic progress.

Two state-level school improvement initiatives, High Schools That Work (HSTW) and Tech Prep, supported through the Department of Education focus on changing (a) what students are taught, (b) how they are taught, and (c) what schools expect of students; and (d) connecting what is learned in high school with careers and colleges. Title I, also a state-level improvement initiative, mandates challenging content and performance standards for Title I students and helps students meet the educational standards in Virginia's Standards of Learning.

Strategies for ensuring that students are promoted upon merit and satisfactory completion of relevant academic requirements include (a) setting higher expectations, (b) revising academic curriculum, (c) revising vocational curriculum, (d) developing challenging programs of study, (e) providing time for teachers to work together, (f) changing the instructional process, (g) providing guidance and advisement, (h) structuring extra help and extra time, (i) collecting assessment and evaluation information, (j) collaborating to provide work-based learning, (k) recognizing student achievement, (l) planning remediation , and (m) collaborating with teacher educators.

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CHAPTER 1

INTRODUCTION

HJR175

RESOLVED by the House of Delegates, the Senate concurring, That the Department of Education be requested to study the social promotion of students. The Department shall identify the

- **causes of social promotion**
- **determine and examine its prevalence among the public schools of the Commonwealth**
- **ascertain the grade levels and number of students affected, and**
- **recommend appropriate ways to ensure that students are promoted upon merit and satisfactory completion of the relevant academic requirements.** (See **Appendix A** for the complete text of House Joint Resolution No. 175.)

This study addresses the topics identified in HJR175 as noted above and is organized as follows:

Chapter 1
Introduction

Chapter 2
Literature Review: Social Promotion, Retention, and Remediation
Elementary School
Secondary School/Higher Education Institutions

Chapter 3
High School Graduation and College Entrance Requirements, Academic Performance/Remediation of College Freshmen, and High School Improvement Initiatives
Graduation Requirements: 21-Credit Diploma and 23-Credit Diploma
Social Promotion and Credit Bearing Courses
College/University Entrance Requirements in Virginia
Academic Performance of In-State, First-Time Freshmen at Virginia's State-Supported Institutions
Remediation in Virginia's Postsecondary Institutions
High School Improvement Initiatives

Chapter 4
Standards of Learning, Assessment, and Reporting

Chapter 5
Summary and Implications

CHAPTER 2

LITERATURE REVIEW
SOCIAL PROMOTION, RETENTION, AND REMEDIATION

Chapter 2 contains a summary of literature related to social promotion, retention, and remediation and is arranged by topics in two sections: (a) Elementary School and (b) Secondary School/Higher Education Institutions. Many research studies in the literature have focused on social promotion and retention in elementary school; literature about these topics at the secondary level is limited. However, through research studies about remediation at the postsecondary level, some descriptive information was gleaned indirectly about social promotion at the secondary level. Social promotion, the topic of this study, is examined along with retention and remediation because of their interrelationship.

Definitions

- **Social Promotion**: (a) Promotion of students who have not successfully mastered academic requirements and skills of each grade level (HJR175); (b) "Promotion from grade to grade for putting in 'seat time'" (Phi Delta Kappan, January 1985, p. 376); (c) "The practice of passing students on the basis of age and maturity more than achievement" (DiVincenzo, 1996, p. A-9).

- **Retention**. The practice of holding or not promoting a student who has not successfully completed grade requirements.

- **Remediation**. As applied to postsecondary education, the practice of providing courses designed to prepare students to succeed in regular college courses.

Elementary School

Rationale for Social Promotion

Nature of curriculum may support social promotion. It is commonly believed that teachers may be influenced to use social promotion because of the nature of the elementary curriculum that revisits previously taught concepts as they are expanded into new areas in subsequent grades. The thinking is that for one reason or another students will master these concepts later.

Vague academic standards. Academic expectations and standards may not be clearly and precisely defined at each grade level, making it difficult to quantify a student's readiness for the next grade level thereby justifying social promotion (Woo, 1996).

Reasons for automatic promotion instead of retention. In a 1995 survey of 805 teachers (L. A. Times, June 29, 1996), the following reasons were cited for using automatic (social) promotion instead of retention:

- belief that retention causes problems
- belief that retention doesn't help students
- pressure from principal
- no alternatives to retention
- pressure from parents
- limits on retention
- no rules or standards
- retention banned in some grades

Questionnaire used to determine grade retention. A questionnaire, "Revised Light's Retention Scale," in use since 1991 in all 50 states plus Canada and Australia, is used to determine if an elementary or secondary student would benefit from grade retention (Light, 1991). However, the question may be asked: Can the Scale conceivably be used to justify social promotion. No data are available on the use of the Scale in Virginia. While researchers (Sandoval & Hughes, 1980) have questioned some of the guides used by Light, the following common elements are generally accepted: student's chronological age, knowledge of English, grade [the lower the grade, the more likely retention will be successful], previous retentions, siblings' retention experience, estimate of intelligence, school attendance, history of learning disabilities, and student's attitude toward retention (Bucko, 1986).

Stigma of retention. Students may be promoted in an attempt not to stigmatize them (Woo, 1996; West, Hausken, & Collins, 1993).

Retention and Social Promotion Policies and Procedures

Retention policies in Virginia. The decision to promote or retain a student is a local option. There is no provision in the Standards of Accreditation, the Standards of Quality, or State Board of Education Regulations to govern local promotion policies.

Social promotion an informal procedure; retention a formal procedure. In contrast to social promotion which is reported in the literature as an informal decision commonly made at the classroom level, there are procedures that may be

activated when a student is retained. Procedures may include an early warning system, parental notification, reviews at several levels, and preparation of a remediation plan. Although social promotion data are not available, DiVincenzo (1996) reported that in a survey of 305 teachers who belonged to the American Federation of Teachers "one third of them said at least 20 percent of the students they passed to the next grade didn't earn the promotion" (p. A8).

Retention Data: Virginia and Nationally

Retention data: Virginia. Not quite 5 percent of Virginia students were retained in 1994-95 (50,536 out of a total of 1,094,295 students). Of these students, 24,901 were high school students, and 25,635 were elementary students (1994-95 Superintendent's Annual Report for Virginia). (See **Appendix B** School Retention Rates in Virginia, Grades K-12: 1985-1995 and **Appendix C** School Retention Rates in Virginia, Statewide: 1968-95.)

Retention data: Nationally. National data reflect slightly more than 5 percent of students are retained annually (DiVicenzo, 1996). Wisconsin, the only state for which specific data were identified in the literature, had a retention rate of 0.738 percent in 1993-94--equivalent to one student in every 135 students who was retained. Wisconsin retention policies were revised in 1995. Roderick (1995) in a Phi Delta Kappa Research Bulletin estimated that 20 percent of 14-year olds in 1992 may have experienced grade retention between first and eighth grades.

Retention data: Race and gender. Roderick (1995) reported that "retention rates and the proportion of students who are overage for grade vary significantly by race and gender. . . . . For example, 40 percent of all 14-year-old males were overage for grade compared to 20 percent of all females. Over one half of black 14-year-old males and fully 48.5 percent of Hispanic males were enrolled below" grade level (p. 1).

The Dilemma of Social Promotion and Retention

Social promotion--the lesser of two evils. Holmes and Matthews (1984) reported that social promotion was a lesser evil than retention for low-achieving students.

Effects of social promotion. Despite social promotion being perceived as the lesser of two evils, declines in student achievement test scores may be evidence of social promotion and may result in a dilution of standards and a decline in the quality of American education (National Commission on Excellence in Education, 1983).

Retention and negative effects including dropout. Holmes and Matthews (1984) in a review of 650 studies concluded that research about retention has failed to prove long-term benefits for students and can actually be harmful to them. Continuing research by Holmes (1989) corroborated earlier research findings about the negative effects of retention. Shepard and Smith (1989) noted that cumulative research evidence about retention shows the potential for negative effects consistently outweighs positive outcomes. Roderick (1995) reported that remediation does not work. At best, students get further behind; at worst, achievement in later grades is negatively impacted. A student retained twice has a high probability (in excess of 75%) of dropping out of school (Grissom & Shepard, 1989; Roderick, 1994, Cairns, Cairns, & Neckerman, 1989; Natriello, 1989; U.S. Department of Education, 1989; Frase, 1994).

Solutions and Alternatives To Social Promotion and Retention

Effectiveness of social promotion and retention. Neither social promotion or retention may be effective interventions for students who are low achievers. Instead instructional effectiveness is needed, and these students may need extra help throughout school (Johnson, 1984). Harvey Perkins, Assistant Superintendent for Instruction in Newport News, was reported by DiVincenzo (1996) as saying "while social promotion is not the answer, retention may not be the answer either" (A9).

Social promotion and retention in kindergarten and early grades. There is increasing emphasis being placed on academic readiness as well as developmental readiness in making retention/promotion decisions in kindergarten and early grades (West, Hausken, & Collins, 1993). Kindergarten students may be retained for immaturity or poor academic skills. Advocates believe that retention in kindergarten can exist in several forms and does not carry the stigma of retention in later grades (Shepard & Smith, 1989). The predominate finding of studies in kindergarten retention as an alternative to social promotion is one of no difference (Stapleford, 1982; Caggiano, 1984; Kirkwood School District, 1984; May & Welch, 1984; Jones, 1985; Karweit & Wasik, 1992; Cosden, Zimmer, Reyes, and del Rosario, 1995).

Social promotion with remediation. Peterson, DeGracie, and Ayabe (1987) found some evidence that social promotion with remediation may be more effective than retention with remediation.

Reducing the need for remediation. Grubb and Kalman (1994) noted: "we must contemplate more sophisticated reforms that will reshape the K-12 educational system to prevent the need for so much remediation, to change the nature of teaching, and to provide much more intensive forms of education to reach world-class levels" (p. 85).

The Austin Independent School District's solution. A student who is retained does the best when the learning problem is identified and a systematic plan is developed to address the problem (1982).

Alternatives to social promotion and retention. These alternatives include early intervention, partial promotion to a "half-step" grade (Thomas, 1992), coordination of curriculum and a vocational program (Wircenski & Sarkees, 1990; Bouton, 1989; English & Edwards, 1989), peer tutoring, remedial help, before- and after-school programs, summer programs (Webb & Bunten, 1988), instructional aides working with target children, promotion to the next grade with a remediation plan to be forwarded to the receiving teacher (Schultz, 1990), preparation of an Individualized Education Plan for students with learning deficiencies, and development of an organization for instruction other than by age/grade (Tyler, 1985). Cross stated in the Phi Delta Kappan (1985) that "the commitment to the lock-step, time-defined structures of education stands in the way of lasting progress" (p. 376). Cross further stated "school reform has generally favored the easy task of selecting winners rather than the hard task of creating them" (Phi Delta Kappan, 1985).

Virginia's Commitment for Solutions and Alternatives

Strategies. The Commonwealth of Virginia has implemented a variety of strategies to address student needs in drop-out prevention, remediation, reduction in primary class size, and early intervention for at-risk students. This is further demonstrated by the Commonwealth's financial commitment. For the 1996-98 biennium, the General Assembly appropriated a total of $324.7 million for the following programs:

- $25.6 million for Financial Assistance for Dropout Prevention
- $164.9 million for Remedial Education Payments
- $97.6 million for Primary Class Size Payments
- $36.6 million for At-Risk 4-Year Olds Preschool Payments (1996-98 Appropriations Act)

Secondary School/Higher Education Institutions

Social Promotion

Literature limited. The literature about social promotion in high school is limited.

High school illiteracy in Milwaukee. Brant in a report in The Independent (Archives) (1996) used the term functionally illiterate to describe a majority of Milwaukee's high school graduates who have been certified by their high school to be "capable of what they cannot, in fact do" (p. 1).

The General Curriculum in High School and Preparation for College and Work

Lack of rigor in high school general curriculum. Law (1994) noted that "only about 25 percent of America's high school students were enrolled" in a rigorous college preparatory curricula. "A large number of students . .. approaching . . . 50 percent . . . found themselves drifting through the general curriculum" (pp. 5-6).

Outlook for general curriculum completer. Many students who complete a general curriculum spend about 10 years floundering before they find a job/school/career niche (Smith, 1995).

The neglected majority. Hedrick Smith (1995) believes that the non-college-bound student is a low priority in most American schools and is the neglected majority.

Remediation Data: Higher Education Institutions in Virginia

Remediation rate. The State Council on Higher Education in Virginia (SCHEV) has reported a 25-percent remediation rate among Virginia students entering Virginia colleges and universities (Academic Performance Characteristics, 1993-94 State Summary, 1995).

Characteristics of Students Served in Remedial/Developmental Programs In Higher Education

Characteristics of students in remedial programs. Indirect clues about the preparation of high school students may be gleaned through the descriptions of students who are being served in remedial or developmental programs in college who are described as:

- making late decisions to attend college
- being under-prepared or unprepared for college-level work
- having difficulty with traditional curricula
- having limited proficiency in English
- having poor study skills
- misunderstanding college requirements

Cost of Remediation

National spending. National spending on remediation at the postsecondary level may be in the range of $8 to $9 billion (Grubb and Kalman, 1994). (It should be noted that despite the large funding outlays, there have been few empirical investigations to study the coordination, effectiveness, and pedagogy of remedial programs [Grubb and Kalman, 1994].)

CHAPTER 3

HIGH SCHOOL GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS AND SCHOOL IMPROVEMENT INITIATIVES IN VIRGINIA

What is the impact of social promotion upon the completion of a high school diploma and entrance into college? Chapter 3 presents information and data (Tables 1 and 2) about high school graduation and college entrance requirements and remediation data.

- Graduation Requirements: 21-Credit Diploma and 23-Credit Diploma
- Social Promotion and Credit Bearing courses
- College/University Entrance Requirements in Virginia
- Academic Performance of In-State Freshmen at Virginia's State-Supported Institutions
- Remediation in Virginia's Postsecondary Institutions

Chapter 3 closes with a description of school improvement initiatives that promote high academic achievement and high expectations for students and provide a curriculum that connects what is learned in high school with careers and college.

Graduation Requirements: 21-Credit Diploma and 23-Credit Diploma

The Board of Education has prescribed minimum requirements for the 21-credit and 23-credit diplomas (see Table 1 on page 10).

Table 1. Graduation Requirements: 21-Credit and 23-Credit Diplomas In Virginia High Schools

Discipline Areas	Units of Credit	
	21-Credit Diploma	23-Credit Diploma
English	4	4
Mathematics	2	3
Laboratory Science	2	3
Mathematics or Science	1	
History and Social Sciences Virginia and United States History Virginia and United States Government World Studies (World Cultures, World History, or World Geography)	 1 1 1	 1 1 1
Foreign Language (3 years of one language or 2 years each of 2 languages)		3
Health and Physical Education	2	2
Fine Arts or Practical Arts	1	1
Electives	6	4
Total Units of Credit	**21**	**23**

The shaded and diagonal blocks highlight differences in the 21- and 23-credit diplomas.

Multiple levels of courses. There are multiple levels of high school courses and corresponding rigor in mathematics, science, English, and history: (a) Dual enrollment, which refers to postsecondary courses that a student may take while in high school; (b) advanced placement (AP); (c) college prep; and (d) general track. Course offering decisions are made at the local level. Students are placed in different level courses based upon test scores, grades, students' interests and teachers', counselors' and parents' recommendations.

21-Credit Diploma. To graduate from high school, a student shall pass all components of the Literacy Passport Test as required by the "Standards of Quality" and prescribed by the Board of Education and meet the minimum requirements for the 21-credit diploma outlined above for grades 9-12. Students who graduate with an average grade of "B" or better will receive a Board of Education Seal on the diploma. Math (sic),

Lab Science [sic], and Fine Arts [sic] and Practical Arts [sic] courses must be selected from a list of courses approved for graduation requirements by the Board of Education. Only one year of a course in general mathematics may be used to meet the mathematics requirement. The single credit in Math [sic] or Science [sic] must be selected from a list of courses approved for graduation requirements by the Board of Education or, as an alternative, this requirement may be met by completing an appropriate sequence of courses in vocational education or Junior Reserve Officer Training Corp (JROTC) (Standards and Regulations for Public Schools in Virginia, pp. 24-25).

23-Credit Diploma. Each secondary school shall offer as an elective for students, an Advanced Studies Program which requires a minimum of 23 units of credit for grades 9-12 as outlined above for grades 9-12. Students who graduate with an average grade of "B" or better and successfully complete at least one advanced placement course (AP) or one college-level course for credit will receive a Governor's Seal on the diploma. To earn an Advanced Studies Diploma, students must complete a mathematics sequence that includes Algebra I and two courses above the level of Algebra I, and a science sequence that includes units of credit in at least three of the following subjects: the earth sciences, Biology [sic], Chemistry [sic], and Physics [sic]. Fine Arts [sic] or Practical Arts [sic] courses must be selected from a list of courses approved for graduation requirements by the Board of Education (Standards and Regulations for Public Schools in Virginia, pp. 25-26).

Rigor of courses in 21-credit and 23-credit diplomas. Not only are there differences in the number of courses required in the 21-credit and the 23-credit diplomas, but there are differences in the rigor of the courses.

Social Promotion and Credit Bearing Courses

Social promotion is a term more commonly used in the elementary school level to describe promotion of students to the next grade based on factors other than achievement of required skills and knowledge. The literature reports that social promotion is a local decision made at the classroom level.

In high school, students complete **credit-bearing courses**. To graduate in Virginia, a student must complete requirements for either a 21-credit or a 23-credit diploma. Students graduating with a 21-credit diploma can conceivably end up with a smorgasbord of unrelated, low-level courses. In addition, grades may be curved upward to camouflage students' failure to master course content. This raises the questions: Can high school students be socially promoted by (a)

passing courses via grade inflation and/or (b) completing a non-rigorous watered-down general curriculum that has little or no focus. Can grading pressures in high school and the prospect of having too many students with F's influence the outcome of students' grades?

College/University Entrance Requirements in Virginia

A review of college/university entrance requirements listed in Table 2 on page 12 shows:

- Colleges and universities require (with one exception) three or four units of mathematics.
- Some, but not all, colleges and universities require foreign language credits.
- Some, but not all, colleges and universities require three units of science.

The 23-credit Advanced Studies Diploma is commonly perceived as the college prep diploma and is more closely aligned with college requirements in:

- The number of credits required for graduation
- The rigor of the courses taken

Academic Performance of In-State, First-Time Freshmen at Virginia's State-Supported Institutions

Appendix D presents data by high school about the academic performance of in-state, first-time freshmen at Virginia's state-supported institutions (includes numbers/percentages of students enrolled in remedial courses).

Remediation In Virginia's Postsecondary Institutions

Remedial courses at 4-year colleges. SCHEV (Academic Performance Characteristics, 1993-94 State Summary, 1995) reported a 25 percent remediation rate at Virginia's postsecondary institutions (community colleges and 4-year universities).

Table 2. Entrance Requirements At 4-Year State-Supported Public Institutions

College	Requirements	Eng	Math	Sci	SS	Lang	Other	Other
Christopher Newport Univ.	Advanced diploma (23 units)	4	3	3	3	3		
Clinch Valley	High school graduate or GED; no requirements listed but preference given to students with advanced studies diploma.	4	3	2	2			
College of Wm. & Mary	Advanced diploma encouraged; candidates for admission typically present these courses.	4	4	3	3	4		
George Mason Univ.	Requirements depend on major	4	3-4	1-2	3	0-2	3	
James Madison Univ.	College prep expected							
Longwood College	Advanced diploma preferred	4	3	3	3	2	2 H&PE	1
Old Dominion Univ.	16 academic units required; these courses are recommended.	4	3	3	3	3		
Mary Washington College	At least 16 academic courses required; candidates usually have completed these courses.	4	3	3	3	3		
Norfolk State Univ.	Will require 3 math and 3 science in 1997-98	4	2	2	3		2 H&PE	7-9 elec.
Radford Univ.	21-credit diploma required; advanced diploma encouraged	4	3	2	2	2		
Richard Bland College	Recommended course requirements	4	3	2	2	2		
Univ. of Virginia	16 academic courses	4	4	2	1	2		
Virginia Commonwealth Univ.	20 units required, 2 units of foreign language encouraged	4	3	2	3			
Virginia Military Institute	16 academic units, advanced diploma preferred; these courses are recommended.	4	4	3	3	3		
Virginia State Univ.	College prep expected							
Virginia Tech	18 required units, 2 units of foreign/ classical language recommended	4	3	2	2		3 college prep	

High School Improvement Initiatives

Statewide school improvement initiatives supported by the Department of Education include (a) Title I Helping Disadvantaged Children Meet High Standards (Improving America's Schools Act [IASA] of 1994), (b) High Schools That Work, and (c) Tech Prep.

Title I. Title I supports teaching and services that supplement the regular instructional program for eligible students from pre-kindergarten through grade 12. Title I mandates challenging content and performance standards for Title I students and helps students meet the educational standards in Virginia's Standards of Learning. Data show that 133 school districts received basic grants and 63 received concentration grants. A total of 66,146 students were served in 795 Title I school projects.

High Schools That Work (HSTW). In 1987 the Southern Regional Education Board launched HSTW via a consortium of states. The Commonwealth of Virginia, a member of the consortium, began with 3 school sites in 1989 and currently has 56 high school sites located in all regions of the state. The objective is to raise the achievement of high school students through:

- changing what students are taught
- changing how they are taught
- changing what schools expect of students

A multi-faceted evaluation is designed to collect data that are used for setting program goals and measuring improvement (includes a NAEP-based[1] assessment).

Tech Prep is an educational restructuring strategy, centered in curriculum and instruction through an articulated sequence of study beginning in high school and continuing through at least 2 years of postsecondary education. At the secondary level, this curricular pathway is as academically rigorous as, and is implemented parallel to, the local school's college preparatory (academic) offerings. (Law, 1994) The Virginia Peninsula Tech Prep consortium is named "Academic Tech," indicative of the rigorous curriculum.

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[1]NAEP (National Assessment of Educational Progress) is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Since 1969, assessments have been conducted periodically in reading, mathematics, science, writing, history/geography, and other fields. NAEP is an integral part of our nation's evaluation of the condition and progress of education and provides objective information on student performance available to policymakers at the national, state, and local levels. Only information related to academic achievement is collected under this program. NAEP is a congressionally mandated project of the National Center for Education Statistics, the U.S. Department of Education. The NAEP-based assessment completed by HSTW participants is composed of reading, mathematics, and science. Although, test items are not actual NAEP items, each subject assessment contains questions that reflect the rigor and coverage of subject content and process areas that NAEP frameworks set forth.

CHAPTER 4

STANDARDS OF LEARNING, ASSESSMENT AND REPORTING

Standards of Learning

The Standards of Learning (SOLs) identify academic content essential for mathematics, English, science, and history/social science in grades 3, 5, 8, and 11, and technology (grades 5 and 8). Skills in each academic area for each grade level are specified. Virginia's SOLs, described by some as the most rigorous standards in the nation, are designed to prepare students for success in both the workplace and in postsecondary education.

In a survey conducted by the Department of Education in fall 1996 to assess the state's progress in implementing the SOLs, key findings included the following:

- More than 95 percent of school divisions have made key staff participants aware of the standards.
- Some 93 percent of school divisions have either completed revising their curricula or are in the process of making revisions needed for implementing the SOLs.
- More than 90 percent of school divisions have conducted professional development for teachers and administrators as part of the implementation of the SOLs.
- School divisions have used a variety of funding sources in implementing the SOLs.
- Relatively few personnel have been hired solely as the result of the implementation of the 1995 SOLs.
- Approximately 75 percent of school divisions anticipate full implementation of the SOLs during the 1997-98 school year; 13 percent in 1998-1999.

Assessment in Virginia

The Virginia Board of Education has adopted an assessment framework that includes statewide assessment of students at grades 3, 5, 8, and 11. The development and implementation of tests associated with this framework are under contract with Harcourt Brace Educational Measurement (HBEM).

The system under contract with HBEM and as described in Superintendent's Memorandum No. 177 (see **Appendix E**) consists of two components.

- A nationally normed test of achievement in mathematics, language, and reading at grades 3, 5, 8, and 11.

- Tests are based on the SOLs in English, history and social science, mathematics, and science at grades 3, 5, 8, and 11 as well as tests based on the SOLs in technology at grades 5 and 8. Specific purposes of the SOL tests are reflective of the resolution issued by the Board of Education in spring 1996 (see **Appendix F**, Superintendent's Memorandum No. 101) and are as follows:

  - Measure students' achievement in acquiring and directly applying the knowledge and academic skills defined in English, mathematics, science, history, and technology Standards of Learning and to measure students' skills to analyze, reason, synthesize information, make comparisons, and draw inferences.

  - Use a testing format that consists primarily of machine-scoreable test items with the possible inclusion of (a) writing sample(s).

  - Provide scores that can be reported at student, school, school division, and state levels.

Reporting

The Outcome Accountability Project (OAP) reports indicators of educational effectiveness for each school in the Commonwealth and for school divisions and the state as a whole (see **Appendix G**). The system will be revised to incorporate information from the new assessment system and will function as a "school report card." Multiple indicators of school effectiveness, including assessment information, will be reported. In addition, the new school report card will meet the Standards of Quality (SOQ) requirement that "the Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools . . . . One year following the approval by the Board of such criteria, the Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria." (Virginia School Laws, 1992 Edition, §22.1-253.13.3, 1992)

Impact of SOLs. With the implementation of the SOLs which define expectations at each grade level and with assessments at grades 3, 5, 8, and 11, educators will now have clear and common measures of academic achievement. These measures may offer an independent evaluation outside of the student's classroom grades of his/her academic progress.

CHAPTER 5

SUMMARY AND IMPLICATIONS

Summary

Chapter 5 contains a summary of findings and responses to the topics posed in HJR 175.

Social promotion and retention. Social promotion, a more informal procedure than retention, is a local decision made at the classroom level according to the literature. Data are not collected because the extent of social promotion cannot be ascertained. Retention rates in Virginia have ranged from a statewide low of 4.0 percent in 1972-74 to a high of 7.9 percent in 1978-79. The retention rate was 4.7 percent in 1994-95 (retention is a local decision, and data are collected and reported). Social promotion has less stigma than retention according to the literature. Other findings about retention include:

- Cause and effect cannot be proven, but a strong relationship has been established between retention and (a) drop-out rates, (b) poor social adjustment, and (c) negative attitudes about school.
- Retention may be beneficial for some students, but it does not seem to help the majority of students.
- Gains made by retainees tend to disappear over time.
- Of the students who are retained, the ones who show the most improvement are in the lower grades.

General curriculum. Students who are social promotions may be among the 50 percent of students in high school who drift through a general curriculum. The outlook for a student in the general curriculum is bleak: after graduation, they spend about 10 years floundering before they find a job/school/career niche. The non-college-bound student is a low priority and has been termed "the neglected majority."

Rigor of 21-credit and 23-credit diplomas. There are differences in the number and rigor of courses offered in these two diplomas. The 23-credit diploma, known as the Advanced Studies Diploma, focuses on rigorous courses designed to prepare students for college. The 21-credit diploma requires the completion of less rigorous courses and may include many students who are in the general curriculum described above.

Solutions to social promotion and retention. Specific academic standards, instructional effectiveness, early intervention, tutoring, provision of extra help for students, preparation of remediation plans, and involvement of parents, the

school, and the community are suggested solutions for addressing social promotion and retention.

Standards of Learning. Virginia's adoption of rigorous Standards of Learning (SOLs) and the implementation of assessments to measure the achievement of those SOLs at grades 3, 5, 8, and 11 will provide quantitative data about students' mastery of academic content. The absence of precise academic standards was one of the causes of social promotion identified in the literature review .

Remedial courses in college. There is an average 25-percent remediation rate among Virginia students entering Virginia colleges and universities. Being under-prepared and unprepared for college-level work were among the reasons cited as the need for remedial courses. Students in remedial courses may have been social promotions in high school, but there are no data to substantiate this. Reasons for placement in remedial courses in college include late decisions to attend college, poor study skills, limited proficiency in English, misunderstanding of college requirements, and difficulty with traditional curricula. Research to study the effectiveness of remedial courses is limited despite massive funding support.

School Improvement initiatives. High Schools That Work (HSTW) and Tech Prep, two statewide school improvement initiatives supported through the Virginia Department of Education, focus on changing (a) what students are taught, (b) how they are taught, (c) what schools expect of students and (d) connecting what is learned in high school with careers and college. Longitudinal data are being collected at HSTW sites through a biennial multi-faceted evaluation that includes NAEP-based assessment and student follow-up. Title I, also a state-level improvement initiative, supports teaching and services that supplement the regular instructional program for eligible students from pre-kindergarten through grade 12.

Responses To Topics/Questions Posed in HJR 175

Four major topics/questions were identified in HJR175. These topics and a summary of the findings are presented below.

1. What are the causes of social promotion?

Quantitative data showing the causes of social promotion are not available, either nationally or in Virginia. However, descriptive studies reported in the literature point to the following causes of social promotion:

- nature of the elementary curriculum
- lack of precise academic standards
- concern about the stigma associated with retention
- belief that retention does not help students
- pressure from the principal

1. **What are the causes of social promotion? (cont'd)**
   - no alternatives to retention
   - pressure from parents
   - student maturity
   - low achievement
   - student learning deficiencies
   - faulty diagnosis

2. **What is the Prevalence of Social Promotion in Public Schools in the Commonwealth**

The prevalence of social promotion of students in Virginia cannot be ascertained because this is a local decision, and data are not collected. Further, there are no statewide retention policies in Virginia, and the decision to retain a student is a local option. Retention data for schools in Virginia from 1968 to 1994 are reported in **Appendices B and C**.

3. **What grade levels and how many students are affected by social promotion?**

Data about grade levels and the numbers of students affected by social promotion are not collected because social promotion is a local decision.

A 25-percent remediation rate of Virginia students at Virginia colleges has been reported by SCHEV (Academic Performance Characteristics, 1993-94 State Summary,1995). However, one cannot assume from the 25-percent rate that any or all of these students were socially promoted in K-12. Perhaps answers to the following questions would provide clues:

- Did students in remedial college courses not take rigorous high school courses by choice? Did they make a decision too late in school and not have time to take the necessary courses for college entrance? Did students decide to attend college after graduation from high school? Did they receive guidance in making appropriate choices regarding course selection?

- What is the average age of students entering 4-year institutions? Community colleges? Is there a correlation between the length of time students have been out of school and their need for remedial courses?

- What is the extent of and does grade inflation in high school contribute to a student's lack of readiness for college courses?

4. **Strategies For Ensuring That Students Are Promoted Upon Merit and Satisfactory Completion of the Relevant Academic Requirements**

Setting Higher Expectations

- Establish high expectations for all students and communicate expectations to students.

Revising Vocational Curriculum

- Increase access to challenging vocational and technical studies, with a major emphasis on using high-level mathematics, science, English, and problem-solving skills in the context of modern workplace practices and in preparation for continued learning.

Revising Academic Curriculum

- Provide curricula that support the SOLs and corresponding assessment measures.
- Increase access to academic studies that teach the essential concepts from the college preparatory curriculum and enable students to see the relationship between course content and future roles they envision for themselves.

Developing Challenging Programs of Study

- Have students complete a challenging program of study with an upgraded academic core.
- Study evaluative data on HSTW and Tech Prep.

Providing Time for Teachers to Work Together

- Have an organizational structure and schedule enabling academic and vocational teachers to have the time to plan and provide instruction aimed at teaching high-level academic and technical content.

Changing the Instructional Process

- Provide instruction and learning activities that develop problem-solving skills.
- Provide remediation as soon as a student begins to fall behind, with special emphasis given to remediation in the primary grades. Provide remediation in small groups or one-on-one tutoring. Provide extra time for remediation in an extended day program and/or summer program.
- Provide a variety of services and instructional strategies that provide support to students who are low achievers, such as tutoring, summer school, guidance services, parent education, and individualized instruction.
- Provide flexible arrangements for grade organization that increase continuity between grades.
- Use master teachers on year-long (extended) contracts for planning remedial instruction and for training other teachers in remediation strategies.

Providing Guidance and Advisement

- Involve parents, businesses, social welfare and health agencies, political leaders, and the community in finding solutions for students needing remedial plans (Sang, 1987; Herndon, 1993).
- Assist parents and other family members to help and support their children in learning (Levin, 1987).
- Require schools and school divisions to document the progress of low achievers who are either promoted or retained.

Structuring Extra Help and Extra Time

- Provide a structured system of extra help for (a) students who have difficulty in learning and (b) career-bound students to complete a program of study that includes high-level academic content.

Collecting Assessment and Evaluation Information

- Diagnose each student's academic needs using a variety of methods. Develop, with input from the student, realistic short- and long-term goals that are generated from diagnostic information used by the teacher and shared with the student and the parent.
- Advise the student as promptly as possible as to the results of assessment and evaluation of his/her progress.

Collaborating To Provide Work-Based Learning

- Provide students access to a structured system of work-based and high-status school-based learning (high school and postsecondary).
- Involve educators, employers, and workers in collaborative planning.

Recognizing Student Achievement

- Recognize improvement no matter how small.
- Monitor student attendance rates and recognize good attendance records.
- Honor the success of students who improve over previous achievement levels and publicize their accomplishments within the community.

Planning Remediation

- Use a promotion policy that includes a special remedial plan to accelerate the rate of learning for students who have failed to reach expected achievement levels. Include a target date for closing the achievement gap in the plan.
- Encourage family members to show children that education is valued and use written agreements with parents describing their role and responsibility in individual remedial plans (Becker & Epstein, 1982; Levin, 1987).
- Develop a policy that requires parents of students who are not performing at standard levels to meet quarterly with teachers and administrators to set goals, evaluate progress, and develop plans for remediation.
- Use remedial teachers as a resource within the regular classroom as one organizational model.

Collaborating With Teacher Educators

- Continue and expand dialogue with teacher educators regarding preparation of teachers.
- Consider conducting joint research projects with teacher educators to study the effects of social promotion, retention, and remediation.

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APPENDICES

APPENDIX A

HOUSE JOINT RESOLUTION NO. 175

APPENDIX A

HOUSE JOINT RESOLUTION NO. 175

Requesting the Department of Education to study the social promotion of students.

Agreed to by the House of Delegates, March 4, 1996
Agreed to by the Senate, February 29, 1996

WHEREAS, some students are promoted without having successful mastery of the academic requirements and skills of each grade level; and

WHEREAS, some students are also permitted to graduate from high school without the requisite skills and abilities to succeed in the marketplace or in postsecondary education and training; and

WHEREAS, all suffer when students fail to meet the academic requirements established or to attain the relevant skills which would enable them to earn a living and become productive citizens; and

WHEREAS, the continuation of this problem will only lessen the real-life options for such children and increase the state's expenditures to provide social subsidies and correctional institutions; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Department of Education be requested to study the social promotion of students. The Department shall identify the causes of social promotion, determine and examine its prevalence among the public schools of the Commonwealth, ascertain the grade levels and number of students affected, and recommend appropriate ways to ensure that students are promoted upon merit and satisfactory completion of the relevant academic requirements.

All agencies of the Commonwealth shall provide assistance to the Department, upon request. The department shall complete its work in time to submit its findings and recommendations to the Governor and the 1997 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

APPENDIX B

SCHOOL RETENTION RATES IN VIRGINIA
Grades K-12: 1985-95

APPENDIX B

SCHOOL RETENTION RATES IN VIRGINIA
Grades K-12: 1985-89

Grade	1985-86				1986-87				1987-88				1988-89			
	P	R	Total	%	P	R	Total	%	P	R	Total	%	P	R	Total	%
K	68,022	6,166	74,188	8.3	68,837	7,194	76,031	9.5	73,234	6,273	79,507	7.9	75,480	5,524	81,004	6.8
1	69,243	7,889	77,132	10.2	71,864	7,924	79,788	9.9	72,710	6,931	79,641	8.7	75,172	5,796	80,968	7.2
2	65,980	3,319	69,299	4.8	69,550	3,418	72,968	4.7	72,394	3,316	75,710	4.4	73,800	2,654	76,454	3.5
3	66,065	2,885	68,950	4.2	66,875	2,931	69,806	4.2	70,646	3,019	73,665	4.1	73,670	2,617	73,287	2.5
4	63,368	2,402	65,770	3.7	66,893	2,376	69,269	3.4	68,207	2,118	70,325	3.0	71,527	1,857	73,384	2.5
5	64,194	1,902	66,096	2.9	64,387	1,679	66,066	2.5	68,187	1,509	69,696	2.2	69,167	1,354	70,521	1.9
6	65,476	2,267	67,743	3.3	64,783	2,339	67,122	3.5	64,998	2,450	67,448	3.6	68,256	2,842	71,098	4.0
7	66,053	5,822	71,875	8.1	64,738	5,154	70,081	7.4	64,389	5,096	69,485	7.3	64,182	4,872	69,054	7.1
8	68,037	7,282	75,319	9.7	64,927	6,455	71,967	9.0	64,447	5,890	70,337	8.4	63,648	5,692	69,340	8.2
9	71,568	11,528	83,096	13.9	65,512	11,237	77,809	14.4	64,842	10,108	74,950	13.5	63,203	9,920	73,123	13.6
10	69,431	6,697	76,128	8.8	68,241	6,713	74,954	9.0	63,829	6,096	69,925	8.7	60,875	5,964	66,839	8.9
11	63,523	4,098	67,621	6.1	64,338	4,836	65,278	7.0	63,652	4,140	67,792	6.1	58,407	4,269	62,676	6.8
12	58,618	4,429	63,047	7.0	61,180	4,098	65,278	6.3	62,877	4,139	67,016	6.2	61,706	4,124	65,830	6.3

P (promoted)
R (retained)

SCHOOL RETENTION RATES IN VIRGINIA
Grades K-12: 1989-93

Grade	1989-90				1990-91				1991-92				1992-93			
	P	R	Total	%	P	R	Total	%	P	R	Total	%	P	R	Total	%
K	77,799	4,436	82,435	5.38	80,819	3,385	84,204	4.02	79,408	2,713	82,121	3.30	80,182	2,550	82,732	3.08
1	76,536	4,735	81,271	5.83	79,701	3,873	83,574	4.63	82,258	3,613	85,871	4.21	81,360	3,214	84,574	3.80
2	75,793	2,207	78,000	2.83	77,107	1,477	78,585	1.88	78,973	1,527	80,500	1.90	82,457	1,575	84,032	1.87
3	75,034	2,001	77,035	2.60	77,180	1,203	78,383	1.53	77,513	1,010	78,523	1.29	79,981	1,125	81,106	1.39
4	74,296	1,510	75,806	1.99	76,173	1,055	77,227	1.37	77,354	932	78,286	1.19	78,620	857	79,477	1.08
5	72,677	941	73,618	1.28	74,991	720	75,713	0.95	76,344	591	76,935	0.77	78,710	633	79,343	0.80
6	69,669	2,220	71,889	3.09	72,504	2,474	74,976	3.30	74,883	2,210	77,093	2.87	76,709	2,237	78,946	2.83
7	67,681	4,550	72,231	6.30	68,988	4,452	73,440	6.06	71,606	4,457	76,063	5.86	73,991	4,348	78,339	5.55
8	63,779	5,229	69,008	7.58	67,191	4,902	72,093	6.80	65,379	4,714	70,093	6.73	70,442	4,783	75,225	6.36
9	62,476	10,172	72,648	14.0	64,098	9,823	73,921	13.29	66,927	9,716	76,643	12.68	66,539	9,162	75,701	12.1
10	60,260	5,920	66,180	8.95	59,924	5,494	65,418	8.4	60,766	5,239	66,005	7.94	63,522	5,840	69,362	8.42
11	56,196	3,798	59,994	6.33	56,087	3,743	59,830	6.26	56,071	3,466	59,537	5.82	55,722	4,087	59,809	6.83
12	57,446	3,864	61,310	6.30	55,469	3,558	59,027	6.03	55,105	3,457	58,562	5.90	54,963	3,583	58,546	6.12

P (promoted)
R (retained)

SCHOOL RETENTION RATES IN VIRGINIA
Grades K-12: 1993-95

Grade	1993-94				1994-95			
	P	R	Total	%	P	R	Total	%
K	79,770	2,480	82,250	3.02	82,534	2,964	85,498	3.47
1	80,511	3,297	83,808	3.93	80,956	3,542	84,498	4.19
2	81,277	1,620	82,897	1.95	80,532	1,732	82,264	2.11
3	82,619	1,120	83,739	1.34	81,295	1,254	82,549	1.52
4	80,203	907	81,110	1.12	82,565	983	83,548	1.18
5	78,998	573	79,571	0.72	80,267	593	80,860	0.73
6	77,856	2,510	80,366	3.12	77,756	2,760	80,516	3.43
7	75,228	4,323	79,551	5.43	76,397	4,230	80,627	5.25
8	71,779	4,722	76,501	6.17	71,414	4,792	76,206	6.29
9	69,269	9,603	78,872	12.18	70,340	10,899	81,239	13.42
10	63,360	5,758	69,118	8.33	64,329	6,035	70,364	8.58
11	58,626	3,958	62,584	6.32	57,507	4,061	61,568	6.60
12	54,175	3,809	57,984	6.57	56,259	3,906	60,165	6.49

P (promoted)
R (retained)

APPENDIX C

SCHOOL RETENTION RATES IN VIRGINIA
Statewide: 1968-95

APPENDIX C
SCHOOL RETENTION RATES IN VIRGINIA
Statewide: 1968-1995

School Year	Retention Rate (%)
1994-95	4.7
1993-94	4.5
1992-93	4.5
1991-92	4.5
1990-91	4.8
1989-90	5.5
1988-89	6.1
1987-88	6.5
1986-87	7.1
1985-86	7.2
1984-85	7.3
1983-84	7.2
1982-83	6.7
1981-82	6.7
1980-81	7.0
1979-80	7.4
1978-79	7.9
1977-78	6.7
1976-77	5.5
1975-76	4.6
1974-75	4.2
1973-74	4.0
1972-73	4.0
1971-72	4.3
1970-71	4.7
1969-70	5.3
1968-69	6.2

APPENDIX D

ACADEMIC PERFORMANCE OF IN-STATE, FIRST-TIME FRESHMEN AT VIRGINIA'S STATE-SUPPORTED INSTITUTIONS

APPENDIX D
Academic Performance of In-State, First-Time Freshmen at Virginia's State Supported Institutions

Summary of the Academic Performance of In-State, First-Time Freshmen at Virginia's State-Supported Institutions
1993-94 Academic Year

In-State, First-Time Freshmen	Number of First-Time Freshmen Enrolled Fall 1993	Number Who Took Remedial Courses		Percent Who Returned in the Spring	Median GPA	GPA >= 2.5		Median Credit Hours	Cr Hrs >= 30	
		#	%			#	%		#	%
Accomack										
ARCADIA HIGH SCHOOL	29	9	31.03	82.76	1.90	7	25.00	18.50	5	17.86
CHINCOTEAGUE HIGH SCHOOL	15	8	53.33	86.67	2.20	6	40.00	11.00	1	6.67
NANDUA HIGH SCHOOL	54	18	33.33	90.74	2.35	23	42.59	23.50	10	18.52
TANGIER COMBINED HIGH SCHOOL	4	2	50.00	75.00	2.25	2	50.00	20.50	0	0.00
ACCOMACK - TOTAL	102	37	36.27	87.25	2.20	38	37.62	21.00	16	15.84
Albemarle										
ALBEMARLE HIGH SCHOOL	196	33	16.84	71.43	2.40	80	46.51	26.00	50	29.07
WESTERN ALBEMARLE HIGH SCHOOL	104	11	10.58	71.15	2.70	57	61.29	27.00	36	38.71
ALBEMARLE - TOTAL	300	44	14.67	71.33	2.50	137	51.70	26.00	86	32.45
Alexandria										
T C WILLIAMS HIGH SCHOOL	190	54	28.42	74.74	2.20	69	41.57	18.00	27	16.27
ALEXANDRIA - TOTAL	190	54	28.42	74.74	2.20	69	41.57	18.00	27	16.27
Alleghany Highlands										
ALLEGHANY HIGH SCHOOL	79	40	50.63	83.54	2.35	36	46.15	21.50	22	28.21
ALLEGHANY HIGHLANDS - TOTAL	79	40	50.63	83.54	2.35	36	46.15	21.50	22	28.21
Amelia										
AMELIA COUNTY HIGH SCHOOL	38	13	34.21	73.68	2.20	16	43.24	17.00	8	21.62
AMELIA - TOTAL	38	13	34.21	73.68	2.20	16	43.24	17.00	8	21.62
Amherst										
AMHERST COUNTY HIGH SCHOOL	93	26	27.96	87.10	2.30	38	41.30	22.00	18	19.57
AMHERST - TOTAL	93	26	27.96	87.10	2.30	38	41.30	22.00	18	19.57
Appomattox										
APPOMATTOX COUNTY HIGH SCHOOL	63	12	19.05	85.71	2.40	27	44.26	25.00	14	22.95
APPOMATTOX - TOTAL	63	12	19.05	85.71	2.40	27	44.26	25.00	14	22.95
Arlington										
ARLINGTON ADULT EDUC PROGRAM	10	4	40.00	40.00	1.50	1	16.67	11.50	1	16.67
WAKEFIELD HIGH SCHOOL	142	47	33.10	76.06	2.30	53	41.73	19.00	28	22.05
WASHINGTON LEE HIGH SCHOOL	135	39	28.89	72.59	2.00	41	35.34	15.00	16	13.79
YORKTOWN HIGH SCHOOL	111	12	10.81	85.59	2.70	63	60.00	28.00	31	29.52
ARLINGTON - TOTAL	398	102	25.63	76.63	2.35	158	44.63	21.00	76	21.47
Augusta										
BUFFALO GAP HIGH SCHOOL	24	10	41.67	66.67	1.45	8	33.33	10.00	5	20.83
FORT DEFIANCE HIGH SCHOOL	43	5	11.63	93.02	2.75	26	60.47	29.00	20	46.51
RIVERHEADS HIGH SCHOOL	38	5	13.16	84.21	2.20	16	42.11	25.00	9	23.68
STUARTS DRAFT HIGH SCHOOL	40	11	27.50	90.00	2.30	15	37.50	26.00	15	37.50
WILSON MEMORIAL HIGH SCHOOL	31	12	38.71	83.87	2.10	10	33.33	20.00	6	20.00
AUGUSTA - TOTAL	176	43	24.43	85.23	2.30	75	42.86	25.50	55	31.43
Bath										
BATH COUNTY HIGH SCHOOL	16	3	18.75	87.50	2.35	7	43.75	29.00	7	43.75
BATH - TOTAL	16	3	18.75	87.50	2.35	7	43.75	29.00	7	43.75
Bedford										
JEFFERSON FOREST HIGH SCHOOL	93	22	23.66	82.80	2.05	36	40.00	22.00	14	15.56

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		#	%			#	%		#	%
Bedford (continued)										
LIBERTY HIGH SCHOOL	53	16	30.19	83.02	2.20	18	34.62	20.50	10	19.23
STAUNTON RIVER HIGH SCHOOL	62	11	17.74	74.19	2.10	21	33.87	18.50	16	25.81
BEDFORD - TOTAL	208	49	23.56	80.29	2.20	75	36.76	21.00	40	19.61
Bland										
BLAND HIGH SCHOOL	9	2	22.22	44.44	1.90	2	28.57	12.00	1	14.29
ROCKY GAP HIGH SCHOOL	3	0	0.00	66.67	1.30	0	0.00	19.00	0	0.00
BLAND - TOTAL	12	2	16.67	50.00	1.60	2	20.00	14.50	1	10.00
Botetourt										
JAMES RIVER HIGH SCHOOL	30	9	30.00	80.00	2.20	12	40.00	17.00	9	30.00
LORD BOTETOURT HIGH SCHOOL	74	17	22.97	83.78	2.50	37	50.00	24.00	14	18.92
BOTETOURT - TOTAL	104	26	25.00	82.69	2.40	49	47.12	23.00	23	22.12
Bristol										
VIRGINIA HIGH SCHOOL	50	10	20.00	70.00	2.45	24	50.00	15.00	6	12.50
BRISTOL - TOTAL	50	10	20.00	70.00	2.45	24	50.00	15.00	6	12.50
Brunswick										
BRUNSWICK SENIOR HIGH SCHOOL	28	12	42.86	82.14	2.55	17	60.71	26.00	10	35.71
BRUNSWICK - TOTAL	28	12	42.86	82.14	2.55	17	60.71	26.00	10	35.71
Buchanan										
COUNCIL HIGH SCHOOL	22	10	45.45	77.27	2.65	13	65.00	21.50	6	30.00
GARDEN HIGH SCHOOL	32	5	15.63	81.25	2.10	10	32.26	15.00	6	19.35
GRUNDY SENIOR HIGH SCHOOL	76	20	26.32	72.37	2.70	47	62.67	21.00	14	18.67
HURLEY HIGH SCHOOL	21	8	38.10	85.71	2.95	13	65.00	19.50	2	10.00
WHITEWOOD HIGH SCHOOL	18	3	16.67	88.89	2.70	10	58.82	25.00	3	17.65
BUCHANAN - TOTAL	169	46	27.22	78.11	2.60	93	57.06	21.00	31	19.02
Buckingham										
BUCKINGHAM COUNTY HIGH SCHOOL	27	9	33.33	85.19	2.50	14	53.85	26.50	7	26.92
BUCKINGHAM - TOTAL	27	9	33.33	85.19	2.50	14	53.85	26.50	7	26.92
Buena Vista										
PARRY MCCLUER HIGH SCHOOL	16	5	31.25	93.75	2.35	8	50.00	23.50	6	37.50
BUENA VISTA - TOTAL	16	5	31.25	93.75	2.35	8	50.00	23.50	6	37.50
Campbell										
ALTAVISTA HIGH SCHOOL	32	10	31.25	84.38	2.70	17	54.84	22.00	9	29.03
BROOKVILLE HIGH SCHOOL	96	30	31.25	87.50	2.40	45	46.88	25.00	22	22.92
RUSTBURG HIGH SCHOOL	92	17	18.48	91.30	2.40	41	45.05	22.00	22	24.18
WILLIAM CAMPBELL HIGH SCHOOL	16	5	31.25	93.75	2.20	5	31.25	23.00	2	12.50
CAMPBELL - TOTAL	236	62	26.27	88.98	2.40	108	46.15	23.00	55	23.50
Caroline										
CAROLINE HIGH SCHOOL	38	11	28.95	94.74	2.00	14	36.84	22.00	7	18.42
CAROLINE - TOTAL	38	11	28.95	94.74	2.00	14	36.84	22.00	7	18.42
Carroll										
CARROLL COUNTY HIGH SCHOOL	49	19	38.78	75.51	2.40	23	48.94	22.00	9	19.15
CARROLL - TOTAL	49	19	38.78	75.51	2.40	23	48.94	22.00	9	19.15

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		#	%			#	%		#	%
Charles City County										
CHARLES CITY CO HIGH SCHOOL	16	8	50.00	62.50	2.20	4	30.77	18.00	3	23.08
CHARLES CITY COUNTY - TOTAL	16	8	50.00	62.50	2.20	4	30.77	18.00	3	23.08
Charlotte										
RANDOLPH HENRY HIGH SCHOOL	24	10	41.67	87.50	2.40	11	45.83	19.00	4	16.67
CHARLOTTE - TOTAL	24	10	41.67	87.50	2.40	11	45.83	19.00	4	16.67
Charlottesville										
CHARLOTTESVILLE HIGH SCHOOL	80	23	28.75	75.00	2.10	26	35.14	23.00	17	22.97
CHARLOTTESVILLE - TOTAL	80	23	28.75	75.00	2.10	26	35.14	23.00	17	22.97
Chesapeake City										
DEEP CREEK HIGH SCHOOL	99	30	30.30	79.80	2.00	31	33.33	20.00	16	17.20
GREAT BRIDGE HIGH SCHOOL	207	73	35.27	87.92	2.20	78	38.24	23.00	44	21.57
INDIAN RIVER HIGH SCHOOL	123	56	45.53	86.18	2.10	37	30.83	18.50	25	20.83
OSCAR FROMMEL SMITH HIGH SCH	48	17	35.42	79.17	2.50	24	50.00	24.00	15	31.25
WESTERN BRANCH HIGH SCHOOL	229	72	31.44	74.24	2.30	85	42.93	23.00	46	23.23
CHESAPEAKE CITY - TOTAL	706	248	35.13	81.44	2.20	255	38.46	21.00	146	22.02
Chesterfield										
CLOVER HILL HIGH SCHOOL	213	45	21.13	83.57	2.20	89	41.78	26.00	57	26.76
LLOYD C BIRD HIGH SCHOOL	162	51	31.48	88.89	2.20	68	42.24	24.00	38	23.60
MANCHESTER HIGH SCHOOL	125	38	30.40	85.60	2.30	58	46.77	24.00	31	25.00
MATOACA HIGH SCHOOL	76	32	42.11	86.84	2.20	24	32.00	23.00	19	25.33
MEADOWBROOK HIGH SCHOOL	124	46	37.10	81.45	2.40	58	47.54	24.00	34	27.87
MIDLOTHIAN HIGH SCHOOL	286	49	17.13	87.41	2.50	146	51.23	27.00	100	35.09
MONACAN HIGH SCHOOL	244	59	24.18	84.43	2.30	99	41.08	26.00	57	23.65
THOMAS DALE HIGH SCHOOL	128	39	30.47	85.94	2.20	51	40.16	24.50	34	26.77
CHESTERFIELD - TOTAL	1,358	359	26.44	85.57	2.30	593	43.99	25.00	370	27.45
Clarke										
CLARKE COUNTY HIGH SCHOOL	43	5	11.63	76.74	2.40	21	50.00	26.00	12	28.57
CLARKE - TOTAL	43	5	11.63	76.74	2.40	21	50.00	26.00	12	28.57
Colonial Beach										
COLONIAL BEACH HIGH SCHOOL	5	2	40.00	60.00	2.00	2	40.00	13.00	0	0.00
COLONIAL BEACH - TOTAL	5	2	40.00	60.00	2.00	2	40.00	13.00	0	0.00
Colonial Heights										
COLONIAL HEIGHTS HIGH SCHOOL	109	33	30.28	88.99	2.60	64	59.81	26.00	30	28.04
COLONIAL HEIGHTS - TOTAL	109	33	30.28	88.99	2.60	64	59.81	26.00	30	28.04
Covington										
COVINGTON HIGH SCHOOL	20	5	25.00	70.00	2.40	8	44.44	21.50	5	27.78
COVINGTON - TOTAL	20	5	25.00	70.00	2.40	8	44.44	21.50	5	27.78
Craig										
CRAIG COUNTY HIGH SCHOOL	9	1	11.11	100.00	2.40	4	44.44	27.00	2	22.22
CRAIG - TOTAL	9	1	11.11	100.00	2.40	4	44.44	27.00	2	22.22
Culpeper										
CULPEPER COUNTY HIGH SCHOOL	98	26	26.53	84.69	2.60	58	61.05	25.00	24	25.26

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		#	%			#	%		#	%
Culpeper (continued)										
CULPEPER - TOTAL	98	26	26.53	84.69	2.60	58	61.05	25.00	24	25.26
Cumberland										
CUMBERLAND HIGH SCHOOL	11	3	27.27	81.82	2.40	5	45.45	22.00	4	36.36
CUMBERLAND - TOTAL	11	3	27.27	81.82	2.40	5	45.45	22.00	4	36.36
Danville										
GEORGE WASHINGTON HIGH SCHOOL	180	65	36.11	86.67	2.40	81	45.76	25.00	55	31.07
DANVILLE - TOTAL	180	65	36.11	86.67	2.40	81	45.76	25.00	55	31.07
Dickenson										
CLINTWOOD HIGH SCHOOL	56	23	41.07	91.07	2.60	28	52.83	25.00	10	18.87
ERVINTON HIGH SCHOOL	13	7	53.85	61.54	2.00	4	33.33	18.00	1	8.33
HAYSI HIGH SCHOOL	27	9	33.33	85.19	2.90	17	65.38	22.00	7	26.92
DICKENSON - TOTAL	96	39	40.63	85.42	2.60	49	53.85	23.50	18	19.78
Dinwiddie										
DINWIDDIE SENIOR HIGH SCHOOL	72	35	48.61	84.72	2.20	33	45.83	26.00	21	29.17
DINWIDDIE - TOTAL	72	35	48.61	84.72	2.20	33	45.83	26.00	21	29.17
Essex										
ESSEX HIGH SCHOOL	50	12	24.00	78.00	2.60	26	57.78	29.00	20	44.44
ESSEX - TOTAL	50	12	24.00	78.00	2.60	26	57.78	29.00	20	44.44
Fairfax										
ANNANDALE HIGH SCHOOL	282	70	24.82	84.04	2.60	144	53.93	24.00	59	22.10
CENTREVILLE HIGH SCHOOL	232	42	18.10	85.78	2.50	112	51.38	27.00	64	29.36
CHANTILLY HIGH SCHOOL	275	49	17.82	86.91	2.30	112	41.95	25.00	71	26.59
FAIRFAX HIGH SCHOOL	187	27	14.44	87.70	2.40	86	46.49	26.00	48	25.95
FALLS CHURCH HIGH SCHOOL	159	45	28.30	85.53	2.45	72	48.65	24.00	41	27.70
FORT HUNT HIGH SCHOOL	7	4	57.14	71.43	1.55	1	16.67	11.00	0	0.00
GEORGE C MARSHALL HIGH SCHOOL	160	35	21.88	83.13	2.40	71	47.97	25.00	39	26.35
HAYFIELD SECONDARY SCHOOL	167	34	20.36	78.44	2.20	58	37.18	25.00	31	19.87
HERNDON HIGH SCHOOL	227	47	20.70	81.06	2.30	101	45.09	24.00	59	26.34
J E B STUART HIGH SCHOOL	121	35	28.93	82.64	2.20	45	41.28	21.00	21	19.27
JAMES MADISON HIGH SCHOOL	185	27	14.59	84.86	2.50	94	52.22	27.00	58	32.22
JAMES W ROBINSON SEC SCHOOL	352	44	12.50	87.78	2.60	176	52.38	27.00	120	35.71
LAKE BRADDOCK SECONDARY SCHOOL	321	48	14.95	86.92	2.50	160	52.12	27.00	106	34.53
LANGLEY HIGH SCHOOL	131	11	8.40	94.66	2.75	78	60.00	28.50	51	39.23
MCLEAN HIGH SCHOOL	129	14	10.85	91.47	2.50	68	53.54	28.00	46	36.22
MOUNT VERNON HIGH SCHOOL	120	30	25.00	82.50	2.20	43	37.72	22.00	18	15.79
OAKTON HIGH SCHOOL	234	34	14.53	86.32	2.60	124	54.63	28.00	84	37.00
ROBERT E LEE HIGH SCHOOL	203	55	27.09	87.68	2.40	93	48.19	25.00	45	23.32
SOUTH LAKES HIGH SCHOOL	190	26	13.68	83.68	2.50	98	52.97	25.00	46	24.86
THOM JEFFERSON H SCH SCI & TEC	183	0	0.00	98.36	3.20	161	87.98	32.00	123	67.21
THOMAS A EDISON HIGH SCHOOL	107	24	22.43	77.57	2.50	50	50.00	22.50	32	32.00
THOMAS JEFFERSON HIGH SCHOOL	11	2	18.18	54.55	3.10	8	72.73	15.00	5	45.45
W T WOODSON HIGH SCHOOL	229	31	13.54	91.27	2.50	115	51.57	27.00	67	30.04

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		#	%			#	%		#	%
Fairfax (continued)										
WEST POTOMAC HIGH SCHOOL	113	21	18.58	84.07	2.50	56	52.34	26.50	32	29.91
WEST SPRINGFIELD HIGH SCHOOL	245	22	8.98	86.12	2.70	132	56.17	27.00	83	35.32
FAIRFAX - TOTAL	4,570	777	17.00	86.15	2.50	2,258	51.48	26.00	1,349	30.76
Falls Church										
GEORGE MASON MIDDLE & HIGH SCH	45	11	24.44	84.44	2.20	19	46.34	25.00	11	26.83
FALLS CHURCH - TOTAL	45	11	24.44	84.44	2.20	19	46.34	25.00	11	26.83
Fauquier										
FAUQUIER HIGH SCHOOL	193	48	24.87	80.83	2.40	87	47.80	24.00	47	25.82
FAUQUIER - TOTAL	193	48	24.87	80.83	2.40	87	47.80	24.00	47	25.82
Floyd										
FLOYD COUNTY HIGH SCHOOL	44	9	20.45	79.55	2.35	20	45.45	22.00	14	31.82
FLOYD - TOTAL	44	9	20.45	79.55	2.35	20	45.45	22.00	14	31.82
Fluvanna										
FLUVANNA COUNTY HIGH SCHOOL	46	7	15.22	80.43	2.00	13	28.26	22.00	7	15.22
FLUVANNA - TOTAL	46	7	15.22	80.43	2.00	13	28.26	22.00	7	15.22
Franklin										
FRANKLIN COUNTY HIGH SCHOOL	136	24	17.65	79.41	2.20	51	37.50	25.00	34	25.00
FRANKLIN - TOTAL	136	24	17.65	79.41	2.20	51	37.50	25.00	34	25.00
Franklin City										
FRANKLIN HIGH SCHOOL	89	16	17.98	74.16	2.00	24	32.88	24.00	14	19.18
FRANKLIN CITY - TOTAL	89	16	17.98	74.16	2.00	24	32.88	24.00	14	19.18
Frederick										
JAMES WOOD HIGH SCHOOL	171	35	20.47	82.46	2.40	81	47.65	24.00	43	25.29
FREDERICK - TOTAL	171	35	20.47	82.46	2.40	81	47.65	24.00	43	25.29
Fredericksburg										
JAMES MONROE HIGH SCHOOL	31	9	29.03	80.65	2.10	12	40.00	21.50	6	20.00
FREDERICKSBURG - TOTAL	31	9	29.03	80.65	2.10	12	40.00	21.50	6	20.00
Galax										
GALAX HIGH SCHOOL	17	2	11.76	82.35	2.10	7	41.18	25.00	1	5.88
GALAX - TOTAL	17	2	11.76	82.35	2.10	7	41.18	25.00	1	5.88
Giles										
GILES HIGH SCHOOL	43	16	37.21	86.05	2.10	15	34.88	21.00	8	18.60
NARROWS HIGH SCHOOL	11	5	45.45	90.91	2.00	2	18.18	23.00	2	18.18
GILES - TOTAL	54	21	38.89	87.04	2.10	17	31.48	21.00	10	18.52
Gloucester										
GLOUCESTER HIGH SCHOOL	100	28	28.00	81.00	2.55	51	52.04	22.00	23	23.47
GLOUCESTER - TOTAL	100	28	28.00	81.00	2.55	51	52.04	22.00	23	23.47
Goochland										
GOOCHLAND HIGH SCHOOL	35	8	22.86	85.71	2.10	14	40.00	22.00	6	17.14
GOOCHLAND - TOTAL	35	8	22.86	85.71	2.10	14	40.00	22.00	6	17.14
Grayson										
GRAYSON COUNTY HIGH SCHOOL	35	13	37.14	77.14	2.40	17	48.57	21.00	14	40.00

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		#	%			#	%		#	%
Grayson (continued)										
GRAYSON - TOTAL	35	13	37.14	77.14	2.40	17	48.57	21.00	14	40.00
Greene										
WILLIAM MONROE HIGH SCHOOL	42	9	21.43	61.90	2.25	11	32.35	18.00	5	14.71
GREENE - TOTAL	42	9	21.43	61.90	2.25	11	32.35	18.00	5	14.71
Greensville										
GREENSVILLE COUNTY SR HIGH SCH	27	18	66.67	77.78	2.25	8	30.77	22.50	7	26.92
GREENSVILLE - TOTAL	27	18	66.67	77.78	2.25	8	30.77	22.50	7	26.92
Halifax										
HALIFAX COUNTY SR HIGH SCHOOL	99	28	28.28	87.88	2.25	43	43.88	26.00	31	31.63
HALIFAX - TOTAL	99	28	28.28	87.88	2.25	43	43.88	26.00	31	31.63
Hampton										
BETHEL HIGH SCHOOL	133	45	33.83	81.95	2.00	46	35.11	20.00	20	15.27
HAMPTON HIGH SCHOOL	119	45	37.82	82.35	2.10	43	36.44	20.00	26	22.03
KECOUGHTAN HIGH SCHOOL	159	51	32.08	83.65	2.00	56	36.13	21.00	26	16.77
PHOEBUS HIGH SCHOOL	101	35	34.65	80.20	2.05	37	37.76	18.00	20	20.41
HAMPTON - TOTAL	512	176	34.38	82.23	2.10	182	36.25	20.00	92	18.33
Hanover										
ATLEE HIGH SCHOOL	126	31	24.60	86.51	2.30	54	42.86	22.50	30	23.81
LEE-DAVIS HIGH SCHOOL	141	40	28.37	89.36	2.50	72	51.43	25.00	42	30.00
PATRICK HENRY HIGH SCHOOL	97	24	24.74	86.60	2.30	40	41.24	24.00	23	23.71
HANOVER - TOTAL	364	95	26.10	87.64	2.40	166	45.73	24.00	95	26.17
Harrisonburg										
HARRISONBURG HIGH SCHOOL	71	9	12.68	83.10	2.40	32	46.38	26.00	17	24.64
HARRISONBURG - TOTAL	71	9	12.68	83.10	2.40	32	46.38	26.00	17	24.64
Henrico										
DOUGLAS S FREEMAN HIGH SCHOOL	170	41	24.12	85.88	2.70	104	62.28	27.00	51	30.54
HENRICO HIGH SCHOOL	88	25	28.41	81.82	2.10	32	36.36	19.00	11	12.50
HERMITAGE HIGH SCHOOL	188	46	24.47	84.04	2.30	86	46.24	24.00	53	28.49
HIGHLAND SPRINGS HIGH SCHOOL	98	33	33.67	75.51	2.10	28	30.11	19.00	9	9.68
JOHN RANDOLPH TUCKER HIGH SCH	153	35	22.88	83.66	2.30	69	45.70	25.00	42	27.81
MILLS E GODWIN HIGH SCHOOL	207	28	13.53	90.34	2.50	112	54.37	27.00	73	35.44
VARINA HIGH SCHOOL	113	37	32.74	78.76	2.25	36	32.14	19.00	21	18.75
HENRICO - TOTAL	1,017	245	24.09	83.97	2.40	467	46.56	24.00	260	25.92
Henry										
BASSETT HIGH SCHOOL	50	15	30.00	76.00	2.30	20	40.82	22.00	13	26.53
FIELDALE-COLLINSVILLE HIGH SCH	67	28	41.79	70.15	2.20	26	40.63	19.50	15	23.44
LAUREL PARK HIGH SCHOOL	37	14	37.84	89.19	2.50	19	51.35	21.00	12	32.43
MAGNA VISTA HIGH SCHOOL	60	17	28.33	81.67	2.50	31	52.54	25.00	16	27.12
HENRY - TOTAL	214	74	34.58	78.04	2.40	96	45.93	23.00	56	26.79
Highland										
HIGHLAND HIGH SCHOOL	8	5	62.50	62.50	2.15	3	37.50	6.00	2	25.00
HIGHLAND - TOTAL	8	5	62.50	62.50	2.15	3	37.50	6.00	2	25.00

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		#	%			#	%		#	%
Hopewell										
HOPEWELL HIGH SCHOOL	75	31	41.33	82.67	2.30	34	45.33	24.50	28	37.33
HOPEWELL - TOTAL	75	31	41.33	82.67	2.30	34	45.33	24.50	28	37.33
Isle of Wight										
SMITHFIELD HIGH SCHOOL	48	13	27.08	81.25	2.05	15	32.61	20.00	8	17.39
WINDSOR HIGH SCHOOL	37	14	37.84	72.97	2.60	18	54.55	21.00	7	21.21
ISLE OF WIGHT - TOTAL	85	27	31.76	77.65	2.30	33	41.77	20.00	15	18.99
King George										
KING GEORGE HIGH SCHOOL	56	11	19.64	71.43	2.50	28	51.85	26.00	15	27.78
KING GEORGE - TOTAL	56	11	19.64	71.43	2.50	28	51.85	26.00	15	27.78
King William										
KING WILLIAM HIGH SCHOOL	29	8	27.59	79.31	2.65	16	55.17	22.00	3	10.34
KING WILLIAM - TOTAL	29	8	27.59	79.31	2.65	16	55.17	22.00	3	10.34
King and Queen										
KING & QUEEN CENTRAL HIGH SCH	7	1	14.29	85.71	1.40	2	28.57	16.00	0	0.00
KING AND QUEEN - TOTAL	7	1	14.29	85.71	1.40	2	28.57	16.00	0	0.00
Lancaster										
LANCASTER HIGH SCHOOL	30	8	26.67	83.33	2.05	12	40.00	24.00	6	20.00
LANCASTER - TOTAL	30	8	26.67	83.33	2.05	12	40.00	24.00	6	20.00
Lee										
LEE COUNTY VO-TECH SCHOOL	57	35	61.40	68.42	1.90	16	29.09	13.00	5	9.09
LEE HIGH SCHOOL	14	4	28.57	85.71	2.30	5	35.71	25.00	0	0.00
THOMAS WALKER HIGH SCHOOL	16	9	56.25	75.00	1.65	4	25.00	11.00	2	12.50
LEE - TOTAL	87	48	55.17	72.41	2.00	25	29.41	14.00	7	8.24
Loudoun										
BROAD RUN HIGH SCHOOL	106	28	26.42	89.62	2.60	61	57.55	27.00	39	36.79
LOUDOUN COUNTY HIGH SCHOOL	87	21	24.14	77.01	2.60	46	55.42	22.00	26	31.33
LOUDOUN VALLEY HIGH SCHOOL	70	13	18.57	84.29	2.65	38	55.07	27.00	24	34.78
PARK VIEW HIGH SCHOOL	117	24	20.51	80.34	2.50	61	53.98	26.00	37	32.74
LOUDOUN - TOTAL	380	86	22.63	82.89	2.60	206	55.53	26.00	126	33.96
Louisa										
LOUISA COUNTY HIGH SCHOOL	53	23	43.40	75.47	2.00	15	29.41	19.50	8	15.69
LOUISA - TOTAL	53	23	43.40	75.47	2.00	15	29.41	19.50	8	15.69
Lunenburg										
CENTRAL HIGH SCHOOL	33	13	39.39	84.85	2.40	14	43.75	21.00	4	12.50
LUNENBURG - TOTAL	33	13	39.39	84.85	2.40	14	43.75	21.00	4	12.50
Lynchburg										
E C GLASS HIGH SCHOOL	98	18	18.37	86.73	2.40	47	48.96	24.00	23	23.96
HERITAGE HIGH SCHOOL	70	16	22.86	77.14	2.20	26	37.14	24.50	22	31.43
LYNCHBURG - TOTAL	168	34	20.24	82.74	2.30	73	43.98	24.00	45	27.11
Madison										
MADISON COUNTY HIGH SCHOOL	40	9	22.50	90.00	2.70	25	65.79	28.00	17	44.74
MADISON - TOTAL	40	9	22.50	90.00	2.70	25	65.79	28.00	17	44.74

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		#	%			#	%		#	%
Manassas City										
OSBOURN HIGH SCHOOL	99	20	20.20	78.79	2.50	49	51.58	24.00	26	27.37
MANASSAS CITY - TOTAL	99	20	20.20	78.79	2.50	49	51.58	24.00	26	27.37
Manassas Park										
MANASSAS PARK HIGH SCHOOL	19	6	31.58	73.68	1.70	2	12.50	15.50	2	12.50
MANASSAS PARK - TOTAL	19	6	31.58	73.68	1.70	2	12.50	15.50	2	12.50
Martinsville										
MARTINSVILLE HIGH SCHOOL	52	18	34.62	84.62	2.20	23	46.00	25.00	15	30.00
MARTINSVILLE - TOTAL	52	18	34.62	84.62	2.20	23	46.00	25.00	15	30.00
Mathews										
MATHEWS HIGH SCHOOL	35	13	37.14	82.86	2.20	13	39.39	15.00	5	15.15
MATHEWS - TOTAL	35	13	37.14	82.86	2.20	13	39.39	15.00	5	15.15
Mecklenburg										
BLUESTONE SENIOR HIGH SCHOOL	53	20	37.74	79.25	2.30	21	39.62	21.00	12	22.64
PARK VIEW SENIOR HIGH SCHOOL	45	10	22.22	84.44	2.40	21	46.67	26.00	12	26.67
MECKLENBURG - TOTAL	98	30	30.61	81.63	2.30	42	42.86	24.00	24	24.49
Middlesex										
MIDDLESEX HIGH SCHOOL	27	9	33.33	88.89	2.25	9	34.62	20.00	6	23.08
MIDDLESEX - TOTAL	27	9	33.33	88.89	2.25	9	34.62	20.00	6	23.08
Montgomery										
AUBURN COMBINED SCHOOL	31	14	45.16	74.19	2.30	14	45.16	16.50	5	16.13
BLACKSBURG HIGH SCHOOL	96	15	15.63	92.71	2.80	65	67.71	28.00	37	38.54
CHRISTIANSBURG HIGH SCHOOL	77	31	40.26	81.82	2.10	30	38.96	16.00	17	22.08
SHAWSVILLE HIGH SCHOOL	9	0	0.00	66.67	1.60	3	33.33	14.00	1	11.11
MONTGOMERY - TOTAL	213	60	28.17	84.98	2.50	112	52.58	24.00	60	28.17
Nelson										
NELSON COUNTY HIGH SCHOOL	51	13	25.49	74.51	2.20	17	37.78	18.00	6	13.33
NELSON - TOTAL	51	13	25.49	74.51	2.20	17	37.78	18.00	6	13.33
New Kent										
NEW KENT HIGH SCHOOL	43	18	41.86	81.40	2.30	17	39.53	19.50	2	4.65
NEW KENT - TOTAL	43	18	41.86	81.40	2.30	17	39.53	19.50	2	4.65
Newport News										
DENBIGH HIGH SCHOOL	180	43	23.89	85.56	2.15	61	34.46	23.00	44	24.86
HOMER L FERGUSON HIGH SCHOOL	89	28	31.46	89.89	2.15	31	34.83	21.00	19	21.35
MENCHVILLE HIGH SCHOOL	162	46	28.40	82.10	2.25	68	43.04	23.00	39	24.68
WARWICK HIGH SCHOOL	82	30	36.59	85.37	1.90	20	24.69	21.00	16	19.75
NEWPORT NEWS - TOTAL	513	147	28.65	85.19	2.10	180	35.64	22.00	118	23.37
Norfolk										
BOOKER T WASHINGTON HIGH SCH	68	19	27.94	77.94	2.00	17	26.15	22.00	14	21.54
GRANBY HIGH SCHOOL	80	31	38.75	85.00	2.10	26	32.50	21.00	6	7.50
LAKE TAYLOR HIGH SCHOOL	92	28	30.43	82.61	2.10	28	30.77	18.00	16	17.58
MATTHEW F MAURY HIGH SCHOOL	102	39	38.24	85.29	2.40	45	45.00	21.00	23	23.00
NORVIEW HIGH SCHOOL	103	39	37.86	85.44	2.25	38	36.89	23.00	17	16.50

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		#	%			#	%		#	%
Norfolk (continued)										
NORFOLK - TOTAL	445	156	35.06	83.60	2.15	154	35.08	21.00	76	17.31
Northampton										
NORTHAMPTON HIGH SCHOOL	48	15	31.25	77.08	2.00	20	41.67	17.00	10	20.83
NORTHAMPTON - TOTAL	48	15	31.25	77.08	2.00	20	41.67	17.00	10	20.83
Northumberland										
NORTHUMBERLAND HIGH SCHOOL	44	13	29.55	86.36	2.10	15	34.88	16.50	11	25.58
NORTHUMBERLAND - TOTAL	44	13	29.55	86.36	2.10	15	34.88	16.50	11	25.58
Norton										
JOHN I BURTON HIGH SCHOOL	19	8	42.11	78.95	2.80	13	68.42	22.00	4	21.05
NORTON - TOTAL	19	8	42.11	78.95	2.80	13	68.42	22.00	4	21.05
Nottoway										
NOTTOWAY HIGH SCHOOL	35	11	31.43	77.14	2.40	16	47.06	25.00	9	26.47
NOTTOWAY - TOTAL	35	11	31.43	77.14	2.40	16	47.06	25.00	9	26.47
Orange										
ORANGE COUNTY HIGH SCHOOL	84	26	30.95	76.19	2.25	33	43.42	25.00	16	21.05
ORANGE - TOTAL	84	26	30.95	76.19	2.25	33	43.42	25.00	16	21.05
Page										
LURAY HIGH SCHOOL	22	5	22.73	100.00	2.40	10	45.45	25.50	5	22.73
PAGE COUNTY HIGH SCHOOL	28	11	39.29	82.14	2.50	15	55.56	22.00	3	11.11
PAGE - TOTAL	50	16	32.00	90.00	2.50	25	51.02	22.00	8	16.33
Patrick										
PATRICK COUNTY HIGH SCHOOL	50	18	36.00	92.00	2.15	16	32.65	23.00	13	26.53
PATRICK - TOTAL	50	18	36.00	92.00	2.15	16	32.65	23.00	13	26.53
Petersburg										
PETERSBURG HIGH SCHOOL	81	49	60.49	92.59	1.80	20	25.32	21.50	14	17.72
PETERSBURG - TOTAL	81	49	60.49	92.59	1.80	20	25.32	21.50	14	17.72
Pittsylvania										
CHATHAM HIGH SCHOOL	27	16	59.26	77.78	2.50	15	55.56	17.00	2	7.41
DAN RIVER HIGH SCHOOL	17	9	52.94	76.47	2.00	5	29.41	23.00	6	35.29
GRETNA HIGH SCHOOL	47	13	27.66	85.11	2.40	22	47.83	23.00	19	41.30
TUNSTALL HIGH SCHOOL	44	19	43.18	75.00	2.20	16	39.02	20.00	13	31.71
PITTSYLVANIA - TOTAL	135	57	42.22	79.26	2.30	58	44.27	21.00	40	30.53
Poquoson										
POQUOSON HIGH SCHOOL	81	23	28.40	88.89	2.50	41	50.62	25.00	19	23.46
POQUOSON - TOTAL	81	23	28.40	88.89	2.50	41	50.62	25.00	19	23.46
Portsmouth										
CHURCHLAND HIGH SCHOOL	108	41	37.96	79.63	2.20	37	38.54	21.50	12	12.50
CRADOCK HIGH SCHOOL	6	4	66.67	66.67	1.85	2	33.33	20.50	1	16.67
I C NORCOM HIGH SCHOOL	110	52	47.27	80.00	2.00	23	22.12	20.00	14	13.46
WILSON HIGH SCHOOL	72	29	40.28	86.11	2.20	20	30.77	17.00	13	20.00
WOODROW WILSON HIGH SCHOOL	61	31	50.82	72.13	1.50	12	21.82	11.00	3	5.45
PORTSMOUTH - TOTAL	357	157	43.98	79.55	2.00	94	28.83	18.00	43	13.19

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		#	%			#	%		#	%
Powhatan										
POWHATAN HIGH SCHOOL	48	17	35.42	83.33	2.45	23	48.94	28.00	13	27.66
POWHATAN - TOTAL	48	17	35.42	83.33	2.45	23	48.94	28.00	13	27.66
Prince Edward										
PRINCE EDWARD COUNTY HIGH SCH	42	16	38.10	85.71	2.30	15	36.59	23.50	7	17.07
PRINCE EDWARD - TOTAL	42	16	38.10	85.71	2.30	15	36.59	23.50	7	17.07
Prince George										
PRINCE GEORGE HIGH SCHOOL	129	40	31.01	87.60	2.35	54	41.86	24.00	34	26.36
PRINCE GEORGE - TOTAL	129	40	31.01	87.60	2.35	54	41.86	24.00	34	26.36
Prince William										
BRENTSVILLE DIST MID-SENIOR HS	46	10	21.74	73.91	2.10	14	31.11	24.00	8	17.78
C D HYLTON SENIOR HIGH SCHOOL	112	11	9.82	89.29	2.45	54	49.54	27.00	38	34.86
GAR-FIELD HIGH SCHOOL	261	62	23.75	78.16	2.30	99	40.91	23.00	61	25.21
OSBOURN PARK SR HIGH SCHOOL	154	34	22.08	79.87	2.00	50	34.97	20.00	28	19.58
POTOMAC SENIOR HIGH SCHOOL	144	18	12.50	80.56	2.40	66	48.18	25.00	37	27.01
STONEWALL JACKSON HIGH SCHOOL	157	24	15.29	84.08	2.40	74	49.01	23.00	44	29.14
WOODBRIDGE SENIOR HIGH SCHOOL	286	57	19.93	85.31	2.40	136	49.28	25.00	68	24.64
PRINCE WILLIAM - TOTAL	1,160	216	18.62	82.16	2.30	493	44.70	24.00	284	25.75
Pulaski										
PULASKI COUNTY HIGH SCHOOL	145	41	28.28	82.76	2.00	55	38.46	19.50	30	20.98
PULASKI - TOTAL	145	41	28.28	82.76	2.00	55	38.46	19.50	30	20.98
Radford										
RADFORD HIGH SCHOOL	52	17	32.69	82.69	2.20	23	44.23	24.00	16	30.77
RADFORD - TOTAL	52	17	32.69	82.69	2.20	23	44.23	24.00	16	30.77
Rappahannock										
RAPPAHANNOCK COUNTY HIGH SCH	15	0	0.00	86.67	2.40	7	46.67	29.00	6	40.00
RAPPAHANNOCK - TOTAL	15	0	0.00	86.67	2.40	7	46.67	29.00	6	40.00
Richmond										
RAPPAHANNOCK HIGH SCHOOL	28	6	21.43	75.00	2.30	12	42.86	24.00	8	28.57
RICHMOND - TOTAL	28	6	21.43	75.00	2.30	12	42.86	24.00	8	28.57
Richmond City										
ARMSTRONG HIGH SCHOOL	26	13	50.00	73.08	1.50	5	20.00	7.00	1	4.00
FRANKLIN MILITARY SCHOOL	4	2	50.00	25.00	0.90	1	25.00	4.00	0	0.00
GEORGE WYTHE HIGH SCHOOL	33	15	45.45	69.70	1.95	8	25.00	16.00	0	0.00
HUGUENOT HIGH SCHOOL	57	25	43.86	80.70	1.90	14	25.93	20.00	7	12.96
JOHN F KENNEDY HIGH SCHOOL	31	11	35.48	67.74	1.35	7	23.33	7.50	2	6.67
JOHN MARSHALL HIGH SCHOOL	54	16	29.63	81.48	1.60	13	24.07	11.00	4	7.41
OPEN HIGH SCHOOL	21	6	28.57	76.19	2.60	12	57.14	17.00	2	9.52
RICHMOND COMMUNITY HIGH SCHOOL	18	1	5.56	88.89	2.40	8	47.06	27.00	4	23.53
THOMAS JEFFERSON HIGH SCHOOL	39	17	43.59	74.36	1.70	11	28.21	8.00	1	2.56
RICHMOND CITY - TOTAL	283	106	37.46	75.97	1.80	79	28.62	13.00	21	7.61
Roanoke										
CAVE SPRING HIGH SCHOOL	174	26	14.94	88.51	2.50	87	50.00	29.00	70	40.23

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		#	%			#	%		#	%
Roanoke (continued)										
GLENVAR HIGH SCHOOL	49	8	16.33	77.55	2.10	20	40.82	21.00	11	22.45
NORTHSIDE HIGH SCHOOL	97	19	19.59	86.60	2.20	35	36.08	20.50	20	20.62
WILLIAM BYRD HIGH SCHOOL	85	21	24.71	87.06	2.30	37	43.53	24.00	23	27.06
ROANOKE - TOTAL	405	74	18.27	86.42	2.30	179	44.20	26.00	124	30.62
Roanoke City										
PATRICK HENRY HIGH SCHOOL	80	24	30.00	76.25	2.15	33	41.25	15.00	12	15.00
WILLIAM FLEMING HIGH SCHOOL	82	31	37.80	60.98	1.30	12	15.00	10.50	10	12.50
ROANOKE CITY - TOTAL	162	55	33.95	68.52	1.60	45	28.13	11.00	22	13.75
Rockbridge										
LEXINGTON HIGH SCHOOL	7	3	42.86	85.71	1.60	3	42.86	17.00	1	14.29
NATURAL BRIDGE COMBINED	3	1	33.33	66.67	2.40	1	33.33	8.00	0	0.00
ROCKBRIDGE COUNTY HIGH SCHOOL	18	0	0.00	100.00	2.95	14	77.78	31.00	14	77.78
ROCKBRIDGE HIGH SCHOOL	35	15	42.86	68.57	2.40	17	48.57	27.00	5	14.29
ROCKBRIDGE - TOTAL	63	19	30.16	79.37	2.50	35	55.56	28.00	20	31.75
Rockingham										
BROADWAY HIGH SCHOOL	32	4	12.50	78.13	2.60	17	53.13	27.00	10	31.25
SPOTSWOOD HIGH SCHOOL	59	14	23.73	76.27	2.30	26	45.61	19.00	13	22.81
TURNER ASHBY HIGH SCHOOL	64	11	17.19	79.69	2.30	25	40.32	23.00	17	27.42
ROCKINGHAM - TOTAL	155	29	18.71	78.06	2.40	68	45.03	23.00	40	26.49
Russell										
CASTLEWOOD HIGH SCHOOL	25	10	40.00	80.00	2.60	13	52.00	18.00	3	12.00
HONAKER HIGH SCHOOL	39	13	33.33	76.92	2.10	15	38.46	20.00	9	23.08
LEBANON HIGH SCHOOL	62	22	35.48	80.65	2.60	33	55.00	25.50	20	33.33
RUSSELL - TOTAL	126	45	35.71	79.37	2.40	61	49.19	21.00	32	25.81
Salem										
SALEM HIGH SCHOOL	118	27	22.88	84.75	2.40	55	47.01	24.00	30	25.64
SALEM - TOTAL	118	27	22.88	84.75	2.40	55	47.01	24.00	30	25.64
Scott										
GATE CITY HIGH SCHOOL	35	8	22.86	85.71	2.30	16	45.71	21.50	7	20.00
RYE COVE MEMORIAL SCHOOL	12	5	41.67	75.00	2.05	4	33.33	16.50	2	16.67
TWIN SPRINGS HIGH SCHOOL	8	6	75.00	62.50	2.30	3	37.50	8.00	0	0.00
SCOTT - TOTAL	55	19	34.55	80.00	2.30	23	41.82	20.00	9	16.36
Shenandoah										
CENTRAL HIGH SCHOOL	40	2	5.00	67.50	2.30	18	46.15	16.00	10	25.64
STONEWALL JACKSON HIGH SCHOOL	21	7	33.33	80.95	2.30	10	47.62	27.00	4	19.05
STRASBURG HIGH SCHOOL	27	6	22.22	81.48	2.40	12	44.44	25.00	7	25.93
SHENANDOAH - TOTAL	88	15	17.05	75.00	2.35	40	45.98	23.50	21	24.14
Smyth										
CHILHOWIE HIGH SCHOOL	29	9	31.03	79.31	2.00	10	37.04	16.00	5	18.52
MARION SENIOR HIGH SCHOOL	54	18	33.33	72.22	2.10	21	39.62	20.00	16	30.19
NORTHWOOD HIGH SCHOOL	36	11	30.56	69.44	2.30	15	45.45	23.00	6	18.18
SMYTH - TOTAL	119	38	31.93	73.11	2.20	46	40.71	20.00	27	23.89

NOTE - Institutions with less than a total count of three (3) students were excluded from this report.

Summary of the Academic Performance of In-State, First-Time Freshmen at Virginia's State-Supported Institutions
1993-94 Academic Year

In-State, First-Time Freshmen	Number of First-Time Freshmen Enrolled Fall 1993	Number Who Took Remedial Courses		Percent Who Returned in the Spring	Median GPA	GPA >= 2.5		Median Credit Hours	Cr Hrs >= 30	
		#	%			#	%		#	%
Southampton										
SOUTHAMPTON HIGH SCHOOL	42	11	26.19	71.43	2.10	15	41.67	22.50	5	13.89
SOUTHAMPTON - TOTAL	42	11	26.19	71.43	2.10	15	41.67	22.50	5	13.89
Spotsylvania										
CHANCELLOR HIGH SCHOOL	141	25	17.73	87.94	2.40	64	46.38	26.00	36	26.09
COURTLAND HIGH SCHOOL	82	18	21.95	85.37	2.40	37	46.25	26.00	17	21.25
SPOTSYLVANIA HIGH SCHOOL	60	12	20.00	81.67	2.50	31	52.54	25.00	16	27.12
SPOTSYLVANIA - TOTAL	283	55	19.43	85.87	2.40	132	47.65	26.00	69	24.91
Stafford										
NORTH STAFFORD HIGH SCHOOL	178	38	21.35	85.96	2.40	79	45.66	25.00	50	28.90
STAFFORD SENIOR HIGH SCHOOL	155	32	20.65	77.42	2.30	69	45.39	22.00	30	19.74
STAFFORD - TOTAL	333	70	21.02	81.98	2.30	148	45.54	24.00	80	24.62
Staunton										
ROBERT E LEE HIGH SCHOOL	49	10	20.41	87.76	2.30	21	42.86	22.50	11	22.45
STAUNTON - TOTAL	49	10	20.41	87.76	2.30	21	42.86	22.50	11	22.45
Suffolk										
JOHN F KENNEDY HIGH SCHOOL	4	1	25.00	100.00	2.25	2	50.00	14.00	1	25.00
LAKELAND HIGH SCHOOL	84	33	39.29	71.43	2.00	25	35.21	20.00	15	21.13
NANSEMOND RIVER HIGH SCHOOL	88	41	46.59	78.41	2.20	31	39.24	15.00	11	13.92
SUFFOLK HIGH SCHOOL	3	1	33.33	66.67	2.00	1	33.33	23.00	1	33.33
SUFFOLK - TOTAL	179	76	42.46	75.42	2.10	59	37.58	18.00	28	17.83
Surry										
SURRY COUNTY HIGH SCHOOL	25	11	44.00	92.00	2.30	11	44.00	25.00	5	20.00
SURRY - TOTAL	25	11	44.00	92.00	2.30	11	44.00	25.00	5	20.00
Sussex										
SUSSEX CENTRAL HIGH SCHOOL	18	10	55.56	66.67	1.50	3	16.67	6.00	1	5.56
SUSSEX - TOTAL	18	10	55.56	66.67	1.50	3	16.67	6.00	1	5.56
Tazewell										
GRAHAM HIGH SCHOOL	53	7	13.21	84.91	2.40	23	44.23	26.00	14	26.92
POCAHONTAS HIGH SCHOOL	10	0	0.00	60.00	2.20	5	50.00	12.50	2	20.00
RICHLANDS HIGH SCHOOL	110	23	20.91	75.45	2.60	59	56.19	23.00	34	32.38
TAZEWELL HIGH SCHOOL	85	25	29.41	74.12	2.45	41	50.00	23.00	25	30.49
TAZEWELL - TOTAL	258	55	21.32	76.36	2.50	128	51.41	24.00	75	30.12
Virginia Beach										
BAYSIDE HIGH SCHOOL	106	39	36.79	82.08	2.30	40	38.46	22.00	20	19.23
FIRST COLONIAL HIGH SCHOOL	167	44	26.35	83.83	2.60	91	55.15	26.00	54	32.73
FLOYD E KELLAM HIGH SCHOOL	131	44	33.59	80.15	2.60	69	54.76	24.00	30	23.81
FRANK W COX HIGH SCHOOL	183	46	25.14	90.71	2.60	98	53.55	26.00	60	32.79
GREEN RUN HIGH SCHOOL	133	46	34.59	78.95	2.30	61	45.86	22.00	30	22.56
KEMPSVILLE HIGH SCHOOL	272	93	34.19	84.56	2.40	130	48.51	24.00	71	26.49
PRINCESS ANNE HIGH SCHOOL	139	50	35.97	82.73	2.40	64	46.38	25.00	37	26.81
SALEM HIGH SCHOOL	248	80	32.26	85.89	2.40	115	47.13	25.00	82	33.61
TALLWOOD HIGH SCHOOL	35	3	8.57	80.00	2.30	16	45.71	26.00	10	28.57

NOTE - Institutions with less than a total count of three (3) students were excluded from this report.

Summary of the Academic Performance of In-State, First-Time Freshmen at Virginia's State-Supported Institutions
1993-94 Academic Year

In-State, First-Time Freshmen	Number of First-Time Freshmen Enrolled Fall 1993	Number Who Took Remedial Courses		Percent Who Returned in the Spring	Median GPA	GPA >= 2.5		Median Credit Hours	Cr Hrs >= 30	
		#	%			#	%		#	%
Virginia Beach (continued)										
VIRGINIA BEACH - TOTAL	1,414	445	31.47	84.09	2.50	684	49.00	24.00	394	28.22
Warren										
WARREN COUNTY HIGH SCHOOL	65	15	23.08	78.46	2.60	36	55.38	25.00	18	27.69
WARREN - TOTAL	65	15	23.08	78.46	2.60	36	55.38	25.00	18	27.69
Washington										
ABINGDON HIGH SCHOOL	65	19	29.23	78.46	2.05	21	32.81	17.00	16	25.00
HOLSTON HIGH SCHOOL	22	8	36.36	81.82	2.00	8	40.00	13.50	2	10.00
JOHN S BATTLE HIGH SCHOOL	53	12	22.64	79.25	2.25	19	38.00	19.00	9	18.00
PATRICK HENRY HIGH SCHOOL	43	12	27.91	67.44	2.10	14	35.00	16.00	6	15.00
WASHINGTON - TOTAL	183	51	27.87	76.50	2.10	62	35.63	16.50	33	18.97
Waynesboro										
WAYNESBORO HIGH SCHOOL	46	1	2.17	80.43	2.60	26	56.52	25.00	13	28.26
WAYNESBORO - TOTAL	46	1	2.17	80.43	2.60	26	56.52	25.00	13	28.26
West Point										
WEST POINT HIGH SCHOOL	24	7	29.17	83.33	2.15	9	37.50	25.00	6	25.00
WEST POINT - TOTAL	24	7	29.17	83.33	2.15	9	37.50	25.00	6	25.00
Westmoreland										
WASHINGTON & LEE HIGH SCHOOL	32	7	21.88	84.38	2.30	15	46.88	13.00	3	9.38
WESTMORELAND - TOTAL	32	7	21.88	84.38	2.30	15	46.88	13.00	3	9.38
Williamsburg										
LAFAYETTE HIGH SCHOOL	124	24	19.35	88.71	2.30	53	42.74	24.00	28	22.58
WILLIAMSBURG - TOTAL	124	24	19.35	88.71	2.30	53	42.74	24.00	28	22.58
Winchester										
JOHN HANDLEY HIGH SCHOOL	59	20	33.90	89.83	2.50	30	50.85	25.00	17	28.81
WINCHESTER - TOTAL	59	20	33.90	89.83	2.50	30	50.85	25.00	17	28.81
Wise										
APPALACHIA HIGH SCHOOL	25	7	28.00	84.00	2.20	7	28.00	20.00	2	8.00
COEBURN HIGH SCHOOL	48	25	52.08	75.00	2.25	22	45.83	19.00	4	8.33
J J KELLY HIGH SCHOOL	66	22	33.33	80.30	2.40	32	49.23	22.00	22	33.85
POUND HIGH SCHOOL	41	13	31.71	87.80	2.20	15	36.59	22.00	9	21.95
POWELL VALLEY HIGH SCHOOL	92	48	52.17	79.35	2.40	41	46.59	19.00	18	20.45
SAINT PAUL HIGH SCHOOL	13	2	15.38	84.62	2.30	6	46.15	27.00	4	30.77
WISE - TOTAL	285	117	41.05	80.70	2.30	123	43.93	20.50	59	21.07
Wythe										
FORT CHISWELL HIGH SCHOOL	31	17	54.84	64.52	1.85	8	26.67	9.50	5	16.67
GEORGE WYTHE HIGH SCHOOL	57	19	33.33	73.68	2.10	21	39.62	18.00	11	20.75
RURAL RETREAT HIGH SCHOOL	17	10	58.82	76.47	2.10	5	33.33	16.00	3	20.00
WYTHE - TOTAL	105	46	43.81	71.43	2.00	34	34.69	16.00	19	19.39
York										
BRUTON HIGH SCHOOL	62	14	22.58	85.48	2.30	25	42.37	25.00	11	18.64
TABB HIGH SCHOOL	150	22	14.67	87.33	2.60	80	53.69	26.00	45	30.20
YORK HIGH SCHOOL	88	23	26.14	87.50	2.40	42	47.73	26.00	29	32.95

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		#	%			#	%		#	%
York (continued)										
YORK - TOTAL	300	59	19.67	87.00	2.50	147	49.66	26.00	85	28.72
State Total										
PUBLIC HIGH SCHOOLS - TOTAL	23,895	6,226	26.06	82.88	2.30	10,484	45.30	24.00	5,910	25.54

NOTE - Institutions with less than a total count of three (3) students were excluded from this report.

APPENDIX E

SUPERINTENDENT'S MEMORANDUM NO.177

APPENDIX E

SUPERINTENDENT'S MEMORANDUM NO. 177

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P. O. BOX 2120
RICHMOND, VIRGINIA 23216-2120

SUPTS. MEMO. NO. 177
November 8, 1996

INFORMATIONAL

TO: Division Superintendents

FROM: Richard T. La Pointe
Superintendent of Public Instruction

SUBJECT: Initial Information Regarding the New Virginia Assessment System

On October 10, 1996, the Board of Education voted to proceed with the award of a contract for both the norm-referenced and the Standards of Learning components of the new assessment system to Harcourt Brace Educational Measurement (HBEM). The prescribed notification period has lapsed and a contract has been signed by the Department of Education and HBEM.

The assessment program represents the second part of a four-part initiative. The first part was the adoption of the revised Standards of Learning; the second part is the assessment program; the third and fourth parts are the revision of the Standards of Accreditation and the development of a school and school division report card. The attachment to this memo outlines the major aspects of the new program. In the coming weeks, more detailed information will be sent to you.

The Division of Assessment and Reporting will continue to work with school divisions, Division Directors of Testing, and HBEM to finalize the many aspects of this new program. The Department extends its appreciation to those in the field who have helped us reach this milestone in the development of the new assessments. We have established an aggressive time line to make this program a reality. Your continued support and cooperation as we move to the next steps in implementation are greatly appreciated.

Should you have questions regarding the new program, please call Ms. Cameron M. Harris, Director of Assessment and Reporting, at (804) 225-2102.

RTL/mwc

Norm-Referenced Component of the Program

A. Norm Referenced Test Adopted. The Board of Education adopted the *Stanford Achievement Test* Series, Ninth Edition, Form T, Abbreviated (Stanford 9 TA), nationally normed in 1995, to comprise the Virginia State Assessment Program (VSAP). The VSAP will include subtests in the areas of reading, mathematics, and language. The state norm-referenced testing program will **not** include subtests in the areas of history/social science and science. School divisions may elect to administer the history/social science and science subtests at no additional cost at the-state mandated grade levels. Public reporting of Stanford 9 TA scores will commence with the results of the spring 1997 administration.

B. Norm-Referenced Test Grade Levels. The state norm-referenced testing program will be administered in the spring of the year at grades 3, 5, 8, and 11. Listed below are the forms of the Stanford 9 TA which will be administered as part of the spring statewide assessment.

Grade 3	Primary 3
Grade 5	Intermediate 2
Grade 8	Advanced 2
Grade 11	TASK 3

C. Testing Times. The Stanford 9 TA will be administered for the first time in the spring of 1997. As in the past, school divisions may schedule testing any time during the prescribed testing window of **April 1-April 30** as long as scorable materials can be shipped to HBEM by the required date. School divisions should review the SOL field test dates addressed later in this memo when planning their school division's testing calendar. More information regarding dates for receipt and shipment of materials will be forthcoming.

D. Training. Several training sessions related to the implementation of the norm-referenced testing program are scheduled. These include: a) overview sessions for Division Directors of Testing, b) training on the specifics of administering the Stanford 9 TA and, c) training on the interpretation and use of test results. The dates for the overview sessions for Division Directors of Testing are:

November 18	Richmond
November 19	Fredericksburg
November 25	Lynchburg
November 26	Bristol

More information about specific locations and times for the overview sessions will be sent to you shortly. So that plans for meeting spaces with adequate seating can be made and sufficient handouts can be printed, we have assigned school divisions to the overview meetings listed above. The school divisions assigned to each meeting are listed at the end of this attachment. School divisions should plan to have their Division Director of Testing (or designee) attend the meeting scheduled for their area. Our planning is for a single representative from each school division being present. Should you be unable to attend the meeting assigned to your school division, please call either Dan Keeling or Judy Singh in the Division of Assessment and Reporting at (804) 225-2107 to discuss alternate site attendance. We will do our best to accommodate changes. Our primary concern is planning for sufficient seating and materials for those in attendance at each meeting.

The Division of Assessment and Reporting has also scheduled a DOE Hour for December 12 at 2:00 p.m. on public television stations which will address an overview of the new testing programs. This presentation is not a substitute for the session noted above but another source of overview information. School divisions may wish to tape this program for use as an introduction to the new programs for other staff members.

Dates and sites have not been selected for the administration and interpretation/use of test results training sessions noted above. This information will be sent to you shortly.

E. Test Preparation. School divisions should consider the existing guidelines for norm-referenced test preparation to remain in effect. These guidelines were contained in Supts/Testing Memo # 55, March 7, 1990. Below are the pertinent references from Supts. Memo #55, March 7, 1990:

A. Practices which are appropriate for norm-referenced tests:

1. Continue the normal instructional sequence and activities during the period immediately preceding testing as well as throughout the year. (Keep in mind that VSAP tests were selected in part because of their match to the Standards of Learning objectives, which form the core of the curriculum in the state.)
2. Use group results on previous VSAP reports to identify and evaluate areas of strength and weakness in the curriculum and in instructional practices.
3. Students may be taught test-taking strategies which are not test specific, but which can enhance students' performance on a variety of norm-referenced tests. Test-taking skills include using testing time efficiently, understanding instructions, placing answers correctly on the answer sheet, using the problem-solving tactics of educated guessing, estimating, and working problems backwards. Integrate test-taking instructions into subject area content as part of the normal instructional sequence and activities. Teachers should make sure students have practice in completing separate answer sheets and with a variety of types of test items and formats. Include questions with negative wording and answer choices with "none of the above" and "all of the above".
4. Encourage students to perform their best on school work generally. The VSAP tests should be presented as being no more important than any other test.
5. Help reduce students' anxiety by informing them about the testing schedule, what the tests measure, how the results will be used, and how they might benefit from the testing. Offer parents some suggestions about what they might do to help prepare their child for testing. Such suggestions might include ensuring that their child gets a good night's rest during the nights before testing, and trying to avoid any disruptions in their child's daily routines during testing days.

B. Practices which are **not** appropriate for norm-referenced tests:

1. Do not teach actual test items.
2. Do not conduct reviews or drills which are specific only to the format or content of the VSAP tests. Expose students to a variety of test formats, including

questions that consist of "none of the above" and "all of the above" choices, negative wording, and true-false statements.

3. Do not administer the same form of the VSAP test to students more than once during a school year. This means that Title I testing and other testing programs should use a form or test different from that used in the VSAP, if administered at a time other than spring. As a general rule, administrations of alternate forms of a test should be scheduled at least five months apart.
4. Do not provide incentive programs with extrinsic rewards such as exemptions from exams or time off from school for high performance on VSAP tests.
5. Do not use commercial test preparation materials which are specific to the test in format, objectives, and content.

It is the intent of the Department to review the existing test preparation guidelines in conjunction with the Assessment Policy Advisory Committee shortly. It would be wise for school divisions to refrain from purchasing test preparation materials until such time as the revised guidelines have been issued.

Practice tests for the Stanford 9 are available from HBEM and may be used by school divisions prior to testing. These practice tests, which reference some subtests which will not be administered in the state-mandated VSAP, are designed to provide students with practice in test format, not in test content. The best preparation for norm-referenced testing remains good instruction. Information regarding the costs of practice materials will be sent directly to Division Directors of Testing by HBEM.

F. Separate Answer Document at Grade 3. Students tested in the spring at grade three will use separate answer documents for recording their answers. HBEM has conducted studies of the use of consumable booklets and separate answer documents at grade three and has produced norms for both methods of test administration. Virginia will use the separate answer document norms in the grade three spring testing.

G. Booklet Quantities Supplied by the Department. The Department will use the September 30, 1996 Fall Membership numbers to establish the quantities of testing materials for grades 3, 5, 8, and 11 to be shipped to each school division. The Department is currently reviewing these numbers and will determine quantities shortly. HBEM will ship test booklets and manuals to school divisions based on quantities supplied by the Department.

H. Security Requirements. Each student test booklet will be printed with a unique security number with a range of numbers assigned to each school division. It will be the responsibility of each school division superintendent to certify that all test booklets assigned to a school division are in secure storage in the division-specified location before and after testing. Procedures and forms to be used in this process will be contained in the manuals associated with test administration and will be discussed in the regional administration training sessions. In addition, each school division will be required to sign a security agreement certifying that these materials have been secure and that no breaches of security have occurred. Procedures for this will also be discussed in the regional training sessions.

I. Administration Audits. At the direction of the Department, HBEM will conduct on-site, random administration audits of no less than 10% of the schools at each grade level

tested. The purposes of the administration audits are to: 1) enhance the credibility of the norm-referenced testing program and the scores resulting from it, 2) monitor the appropriate implementation of the norm-referenced testing program, and 3) ensure that standardized testing procedures are implemented uniformly across the state. The Department and HBEM will work with the Assessment Policy Advisory Committee to develop the protocols for this audit. School divisions and the Department will be notified immediately of any testing irregularities observed. A summary will be provided to each school division and the Department within 30 days of the conclusion of the audit.

J. Special Forms. Braille and large-print versions of the Stanford 9 will be provided by HBEM to school divisions needing such forms. Procedures for ordering special forms will be discussed in the regional workshops. School divisions should begin reviewing the need for special forms of the Stanford 9 TA for students in grades 3, 5, 8, and 11.

K. Testing Accommodations. The Assessment Policy Advisory Committee will be working with the Department, HBEM and consultants from the National Center for Educational Outcomes (NCEO) at the University of Minnesota to develop testing accommodations appropriate for students with disabilities and for limited-English-proficient students to use when taking the Stanford 9. More information regarding accommodations and guidelines will be forthcoming.

L. Students-Not-Tested Reporting. School divisions will be required to report to the Department those students who a) should have been tested on the Stanford 9 but were not, and, b) were tested under non-standard conditions. The reasons for student non-participation or testing under non-standard conditions will be reported. Specific procedures for accomplishing this requirement will be reviewed in the regional administration sessions.

M. Home-Instructed Student Testing. Parents of home-instructed students may elect to fulfill the requirements of Section 22.1-254.1C of the Code of Virginia by having their students take a form of the Stanford 9. Specific information regarding ordering of materials for home-instructed students will be sent to Division Directors of Testing at a later time.

N. Technical Manuals. The RFP called for school divisions to receive a copy of the technical manual within 30 days of contract award. School divisions will receive this manual, titled, *Preliminary Technical Data Report* and *Supplemental Technical Data, Stanford Achievement Test Series, Ninth Edition* directly from HBEM by December 1, 1996.

O. Focus Groups for Report Development. In an effort to provide clear, meaningful score reports for the new norm-referenced testing program, HBEM will be conducting focus groups in various regions of the state. Participants in these focus groups will include students, teachers, principals, parents and the public at large. Specific information about the focus group process will be forthcoming.

P. Linking Study. The Department and HBEM will be conducting a linking study to allow comparisons to be made between the performance of students on the first year of the Stanford 9 tests at grades 8 and 11 with previous performance on the Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP). Specific information about this study and those school divisions selected for participation will be forthcoming.

Q. Points of Contact. Each school division has designated a Division Director of Testing for VSAP. The Department will supply this information to HBEM. The designated Division Director of Testing will serve as the point of contact for the Department and HBEM regarding norm-referenced activities. HBEM's Virginia Measurement Consultant is Ms. Barbara Fuller, who can provide information about the *Stanford* test, sample materials, and recommendations for practice tests. Ms. Fuller's voice-mail can be reached toll-free at 1-800-228-0752, extension 5157. If you prefer, you can contact Ms. Fuller in her office at (301) 464-4646 or by fax at (301) 464-2159.

R. Local School Division Optional Testing. School divisions may elect to administer an alternate form of the Stanford 9 at grade levels other than those designated for the state testing program in either the fall or spring of the year. School divisions may also administer an alternate form of the Stanford 9 in the fall of the school year at the grade levels designated for state spring testing. The Department of Education's contract with HBEM includes prices for test materials and scoring for the Stanford 9 form SA for use in optional local testing in Virginia. HBEM will be communicating directly with Division Directors of Testing regarding the appropriate levels of the tests for optional local testing and the associated contract costs.

S. Services to School Divisions. The Department of Education's contract with HBEM includes prices for the following services which local school divisions may purchase if they choose: a) pre-identification of students on answer documents, b) electronic reporting options, and c) re-organization of spring scores according to fall organizations. Specific information regarding these services and the prices will be communicated by HBEM directly to Division Directors of Testing. As noted above, school divisions should contact Ms. Barbara Fuller if interested in any of these services.

T. Scoring and Reporting Costs for the Grade 4 DRP. Scoring and reporting costs for the Grade 4 DRP (Form PC-8) used as part of the optional pre-LPT program, have been negotiated within the HBEM contract. School divisions may elect to use this service if they wish. HBEM will communicate directly with school divisions regarding this option. School divisions should deal directly with HBEM to use this service. The Department will continue to provide DRP booklets for grade 4 DRP testing.

U. Co-Normed Tests. HBEM will offer school divisions the opportunity to purchase other tests co-normed with the Stanford 9. These include the Otis-Lennon School Ability Test, 7th Edition and the Metropolitan Readiness Tests, 6th Edition. School divisions will order directly from HBEM, who will include these prices in their mailing to school divisions.

SOL Assessment Component of the Program

A. Grade Levels and Content of Tests. The Standards of Learning (SOL) Assessments will be administered in grades 3, 5, 8, and 11. Content areas to be assessed at each grade level are listed below:

Grade 3	English	Grade K-3 SOLs
	Mathematics	Grade K-3 SOLs
	History	Grade K-3 SOLs
	Science	Grade K-3 SOLs

Grade 5	English	Grade 4-5 SOLs - writing
		Grade 4-5 SOLs -non-writing
	Mathematics	Grade 4-5 SOLs
	History	Virginia Studies Since 1607
	Science	Grade 4-5 SOLs
	Technology	Grade 5 SOLs
Grade 8	English	Grade 6-8 SOLs - writing
		Grade 6-8 SOLs - non-writing
	Mathematics	Grade 6-8 SOLs
	History	Grade 5-7 SOLs
	Science	Grade 6 SOLs
		Life Science
		Physical Science
	Technology	Grade 8 SOLs
Grade 11	English	Grade 9-11 SOLs -writing
		Grade 9-11 SOLs-non-writing
	Mathematics	Algebra I
		Geometry
	History	World History to 1000 A.D. & World Geography
		World History: 1000 A.D. to the Present & World Geography
	Science	Earth Science
		Biology
Additional Tests to be Developed		Grade 11 U. S. History
		Algebra II
		Chemistry

B. Testing Schedule. Tests of the content areas noted above will be field tested from **April 28 to May 2, 1997.** More specifics regarding materials shipment and other key dates will be sent at a later time. Operational or "live" testing will begin in the spring of 1998. Public reporting of test scores will begin after the spring 1998 administration.

C. Participation in Field Testing. All schools containing grades 3, 5, 8, and 11 will participate in the field testing of the SOL assessments in some way. Consideration will be given to minimizing the testing time while still meeting the requirements for a valid field test. Further information regarding field testing will be forthcoming as the time for field testing nears. All schools containing grades 3, 5, 8, and 11 should review their spring schedules to be sure that no activities are planned during the period of **April 28 to May 2, 1997.**

D. Training. HBEM and the Department will conduct several regional training sessions on field testing procedures. Dates and sites for these training sessions have not been established at this time.

E. Content Committees. Administrative Superintendent's Memo #64, September 20, 1996, solicited nominations for membership in the various content committees outlined in the RFP. The content committees will

1. Determine the relative emphasis assigned to particular content strands, and provide recommendations on the cognitive skill levels and item formats for particular standards;
2. Review item specifications;
3. Review final test blueprints;
4. Review items, associated materials (e.g., reading passages, charts, maps), and test forms prior to field testing;
5. Review operational test forms for the match to test blueprints and item specifications.

We anticipate the content committee membership selections will be made soon. HBEM will be incorporating content consultants from the College Board to assist in the work of the content committees.

F. Assessment Policy Advisory Committee. Administrative Superintendent's Memo #64, September 20, 1996, also solicited nominations for membership on the Assessment Policy Advisory Committee. This committee will review and recommend policies related to the implementation of both the norm-referenced tests and the SOL assessments. We anticipate selection of committee members soon.

G. Test format. Test items on the SOL assessments will be multiple choice with the exception of direct writing tests at grades 5, 8 and 11. The SOL writing tests will require students to respond to a prompt similar to that required in the Literacy Passport Test.

H. Sample Field Test Items. Preliminary descriptions of the SOL tests and sample items for each content area will be provided to school divisions prior to field testing. The samples items will be provided in sufficient quantities so that one may be given to each student in the school division.

I. Writing Scoring. The Department, HBEM, and members of the Content Committees for English will work to develop the writing scoring criteria to be used in scoring the direct writing tests. The preliminary scoring criteria which will be used for the field test will be provided to school divisions with the sample field test items described above. Once the field test is completed, the scoring criteria will be finalized and provided to school divisions with sample student papers.

J. Test Preparation. The SOL assessments will be developed to specifically assess the 1995 Standards of Learning. The best preparation for the SOL assessments is to teach the Standards of Learning as a regular part of classroom instruction.

K. Special Forms. Braille, audiocassette, and large-print versions of the SOL tests will be field tested in the spring 1997 field test. Beginning with the first operational administration of the tests in 1998, special forms will be provided by HBEM to school divisions with students needing such forms. Specific procedures for ordering special forms will be provided to school divisions prior to the first operational administration.

L. Testing Accommodations. The Assessment Policy Advisory Committee will work with the Department, HBEM and consultants from the National Center for Educational Outcomes (NCEO) at the University of Minnesota to develop testing accommodations appropriate for students with disabilities and for limited-English-proficient students to use when taking the SOL assessments. The testing accommodations and guidelines for their

use will be field tested in 1997 and final versions will be available to school divisions prior to the spring 1998 administration.

M. Security Requirements. The SOL tests will be secure test instruments. Similar to the Literacy Passport Tests, there will be a strict accounting of the test booklets. All booklets will be returned to HBEM, who will ensure that all booklets have been received from the school divisions. Specific procedures will be shared with school divisions during the scheduled training sessions. Beginning with the operational test administration in the spring of 1998, all test booklets will be numbered and assigned to school divisions. All test booklets will be returned to HBEM who will account for the booklets by assigned code. As we near the operational administration, procedures and forms will be discussed with Division Directors of Testing.

N. Administration Audits. Administration audits of the SOL assessment program will begin with the spring 1998 administration. At the direction of the Department, HBEM will conduct on-site, random administration audits of no less than 10% of the schools at each grade level tested. The purposes of the administration audits are to 1) enhance the credibility of the SOL assessment program and the scores resulting from it, 2) monitor the appropriate implementation of the SOL assessment program, and 3) ensure that testing procedures are implemented uniformly across the state. The Department and HBEM will work with the Assessment Policy Advisory Committee to develop the protocols for this audit. School divisions and the Department will be notified immediately of any testing irregularities observed. A summary will be provided to each school division and the Department within 30 days of the conclusion of the audit.

O. Students-Not-Tested Reporting. Beginning with the first operational administration of the tests in 1998, school divisions will be required to report to the Department those students who should have been tested on each test but were not. The reasons for student non-participation will be reported.

P. Focus Groups for Report Development. During school year 1997-98, HBEM will conduct focus groups in various regions of the state to inform the development of useful and informative reports. Details of this activity will be announced later.

Q. Graduation Requirements. The Board of Education will discuss the use of the results of the SOL assessment program as requirements for graduation as it proceeds with the revision of the Standards of Accreditation. At this time there are no requirements related to SOL assessment and graduation.

R. Literacy Passport Testing. The Literacy Passport Testing(LPT) Program will continue until such time as a change is made in the Code of Virginia requiring it. The LPT will continue to be based on the 1988 SOLs in language arts and mathematics. School divisions should continue programs designed to enhance performance on these tests.

S. Points of Contact. Each school division has designated a Division Director of Testing for the SOL Assessment Program. The Department will supply this information to HBEM. The designated Division Director of Testing will serve as the point of contact for the Department and HBEM regarding SOL field testing and eventual operational testing.

Overview Sessions for New Virginia Assessment System
Division Assignments

11/25/96 Lynchburg

Albemarle	Alleghany
Amelia	Amherst
Appomattox	Augusta
Bath	Bedford County
Botetourt	Brunswick
Buckingham	Buena Vista
Campbell	Covington
Cumberland	Charlotte
Charlottesville	Danville
Fluvanna	Franklin
Greene	Greensville
Halifax	Harrisonburg
Henry	Highland
Lexington	Louisa
Lunenburg	Lynchburg
Martinsville	Mecklenburg
Nelson	Nottoway
Pittsylvania	Prince Edward
Rockbridge	Rockingham
Staunton	Waynesboro

11/26/96 Bristol

Bland	Bristol
Buchanan	Carroll
Craig	Dickenson
Floyd	Galax
Giles	Grayson
Lee	Montgomery
Norton	Patrick
Pulaski	Radford
Roanoke City	Roanoke County
Russell	Salem
Scott	Smyth
Tazewell	Washington
Wise	Wythe

Overview Sessions for New Virginia Assessment System
Division Assignments

11/18/96 Richmond

Accomack
Charles City
Chesterfield
Franklin
Goochland
Hanover
Hopewell
Mathews
Newport News
Northampton
Poquoson
Powhatan
Richmond
Suffolk
Sussex
West Point
York
Colonial Heights
Chesapeake
Dinwiddie
Gloucester
Hampton
Henrico
Isle of Wight
New Kent
Norfolk
Petersburg
Portsmouth
Prince George
Southampton
Surry
Virginia Beach
Williamsburg/James City

11/19/96 Fredericksburg

Alexandria
Caroline
Colonial Beach
Essex
Falls Church
Frederick
King and Queen
King William
Loudoun
Manassas Park
Middlesex
Orange
Prince William
Richmond County
Spotsylvania
Warren
Winchester
Arlington
Clarke
Culpeper
Fairfax
Fauquier
Fredericksburg
King George
Lancaster
Madison
Manassas
Northumberland
Page
Rappahannock
Shenandoah
Stafford
Westmoreland

APPENDIX F

SUPERINTENDENT'S MEMORANDUM NO. 101

APPENDIX F

SUPERINTENDENT'S MEMORANDUM NO. 101

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120

Supts. Memo. No. 101
June 7, 1996

INFORMATIONAL

TO: Division Superintendents

FROM: William C. Bosher, Jr.
Superintendent of Public Instruction

SUBJECT: Assessment Request for Proposals

The purpose of this memo is to inform you that the Department of Education has issued a Request for Proposals (RFP) to solicit sealed proposals to establish a contract through competitive negotiations for (a) Standards of Learning (SOL) assessments and (b) a nationally norm-referenced achievement test. The RFP was issued on Friday, May 24, 1996. Responses to the RFP are due to the Department on July 25, 1996. After that date the proposals will be evaluated and a contract(s) awarded. The evaluation and award processes are expected to take about 30 to 60 days. A copy of the RFP has been sent to your Division Director of Testing.

Two enclosures are provided for your information: (a) the State Board's April 25, 1996 Resolution concerning Virginia's new assessment program and (b) an attachment from the RFP which shows the grade levels and content areas for which SOL assessments will be developed.

If you have any questions, please contact Doris Redfield, Division Chief, Assessment and Reporting, at 804/225-2102.

WCBJr/mwc

Enclosures

Board of Education Resolution on Assessment: April 25, 1996

WHEREAS, the Board of Education affirms that "free government rests, as does all progress upon the broadest possible diffusion of knowledge, and that the Commonwealth should avail itself of those talents which nature has sown so liberally among its people by assuring the opportunity for their fullest development by an effective system of education throughout the Commonwealth" (Article 1, Section 15 of the Constitution of Virginia); and

WHEREAS, the Board of Education has the authority to "prescribe requirements to ensure that student progress is measured and that school boards and school personnel are accountable" pursuant to Section 22.1-253.13:3A of the Code of Virginia; and to evaluate the condition and needs of public education in the Commonwealth pursuant to Article VIII, Section 5 of the Constitution of Virginia; and

WHEREAS, the Board believes that local school boards, school personnel, students, parents, and communities should be fully informed of the criteria and methods by which student progress will be measured and that the Commonwealth's citizens should be fully informed of the educational effectiveness of their schools; and

WHEREAS, the Commonwealth's assessments must be reliable, valid, equitable, and generalizable to ensure the integrity of the test results reported for each student, school, and school division, as well as to instill public confidence by laying the foundation for accountability in the Commonwealth's system of public education; and

WHEREAS, the Commonwealth's assessments must be designed with consideration for preserving instructional time and to cover a broad range of content in each of the disciplines (Mathematics, Science, English and History and the Social Sciences [History]) and Technology; and

WHEREAS, the Commonwealth's assessments should reflect the Board of Education's continued commitment to fiscal responsibility; and

WHEREAS, standardized and machine-scoreable assessments are a proven means of measuring student achievement in the acquisition of knowledge and skills and can be designed to assess application, analysis, and reasoning skills; and

WHEREAS, non-traditional assessments, which may include direct observation, projects, exhibitions, demonstrations, and portfolios, are effective tools for teachers in evaluating classroom instruction and student learning, but have been found to be problematic and may be indefensible for statewide testing due to (i) the considerable expense in creating, administering, and scoring; (ii) the considerable classroom time involved in administering these assessments; and (iii) unproven methods for providing results that are reliable, valid, generalizable, and equitable in statewide testing for accountability; and

WHEREAS, the Board reaffirms that the supervision of schools in each school division is vested in the local school board pursuant to Article VIII, Section 7 of the Constitution of Virginia, and the evaluation of classroom instruction and instructional programs is the responsibility of local boards.

5. At the 11th grade level, the SOL assessment will:

a. report scores within disciplines (e.g. Biology within Science).

b. include content from the following areas within each discipline:

- Mathematics: Algebra I and Geometry
- Science: Earth Science and Biology
- History: World History and World Geography
- English: grades 9, 10, and 11

C. Multiple Forms of Assessments Required.

Different forms of the test will be developed so that a different test may be used in each administration.

II. NATIONALLY NORM-REFERENCED ACHIEVEMENT TEST (NRT):

The Department of Education will issue a Request for Proposal (RFP) to adopt, administer, score, and report results of nationally normed-referenced standardized tests.

A. Program Summary:

1. Purpose: To provide nationally norm-referenced information on the achievement of students, schools, school divisions and the state.

2. Grade levels: 3, 5, 8, and 11.

3. Testing format: Nationally normed, standardized, machine-scoreable test.

4. Scores: Scores will be reported at the student, school, school division and state levels.

B. Test Content

1. English (to include reading comprehension), and Mathematics.
2. History and Science may be included.

ATTACHMENT F:
Standards of Learning to be Assessed at Each Grade by Content Area

Grade	Content Area							
	English SOLs		History/Social Science SOLs	Math SOLs		Science SOLs		Technology SOLs
3	K-3		K-3	K-3		K-3		NA
5	4-5		Virginia Studies Since 1607	4-5		4-5		Grade 5 Technology SOLs *
8	Writing 6-8	Non-Writing 6-8	U. S. History to 1877 U. S. History Since 1877 Civics and Economics	6-8		Grade 6 Life Science Physical Science		Grade 8 Technology SOLs *
11	Writing 9-11	Non-Writing 9-11**	World History to 1000 A.D. World History: 1000 A.D. to Present World Geography	Algebra I	Geometry	Earth Science	Biology	NA

* At grades 5 and 8, technology SOLs shall be assessed via stand-alone technology assessments.

** Assessments of the English Reading/Literature SOLs at grade 11 shall not be based on knowledge of particular works or authors.

APPENDIX G

1996 OUTCOME ACCOUNTABILITY PROJECT (OAP)

APPENDIX G

THE VIRGINIA OUTCOME ACCOUNTABILITY PROJECT

The 1996 Outcome Accountability Project (OAP) reports mark the sixth year of reporting at the state and school division levels and the fifth year of reporting on schools. The 1996 OAP reports cover data on 46 performance indicators reported at the state, division, and school levels over a 5-year period, 1990-92 to 1994-95. On a statewide basis, Virginia's students continue to improve on the majority of these indicators over the 5-year reporting period. Of the 46 OAP indicators, improvement occurred on 67 percent (or 31) of the indicators from 1990-92 to 1993-94. Over a 2-year period, 1993-94 to 1994-95, improvement occurred statewide on 37 percent (or 17) of the indicators.

The 1996 Virginia Summary Report, Outcome Accountability Project contains statewide results for each of the seven objectives contained in the OAP reports.

The Virginia Outcome Accountability Project

The Virginia Outcome Accountability Project (OAP) is a comprehensive annual report of state, school division, and school performance. OAP reports on 46 individual "outcome indicators" of student educational performance.

What is an "Outcome Indicator"?

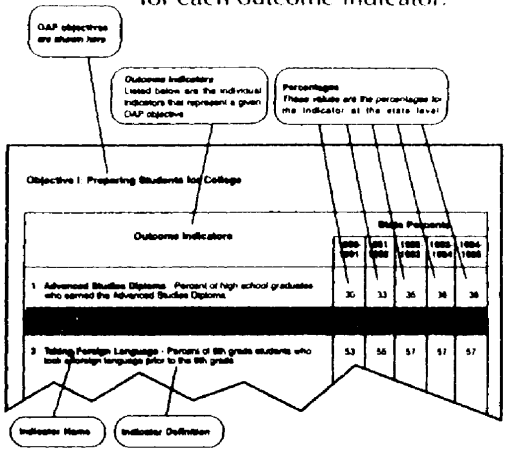
An outcome indicator is a measure of student attainment or accomplishment. OAP indicators include such measures as school attendance, dropout rates, the number of students earning a particular diploma, and the results of various standardized tests.

Outcome indicators are contrasted with "input measures," which describe the resources *put into* the classroom. Traditional input measures include such things as student-teacher ratio, per-pupil expenditures, required numbers of books in the library, etc. In the past, schools and school divisions have been held accountable using input measures. OAP reorients school accountability to *outcome* performance.

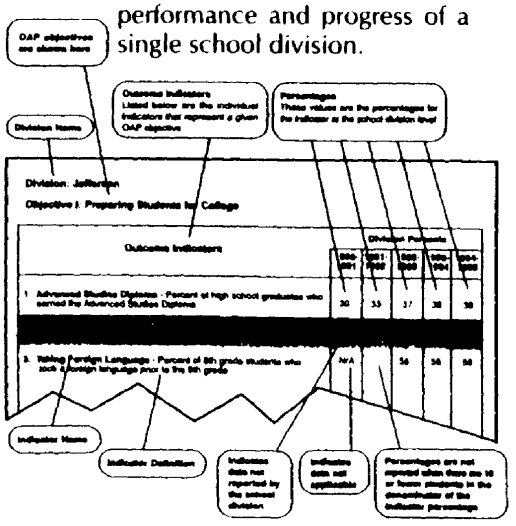
OAP Reports

OAP keeps statistics on more than 1,600 public schools, 133 school divisions, and the state as a whole. To help make sense of this information, separate reports are produced for each level.

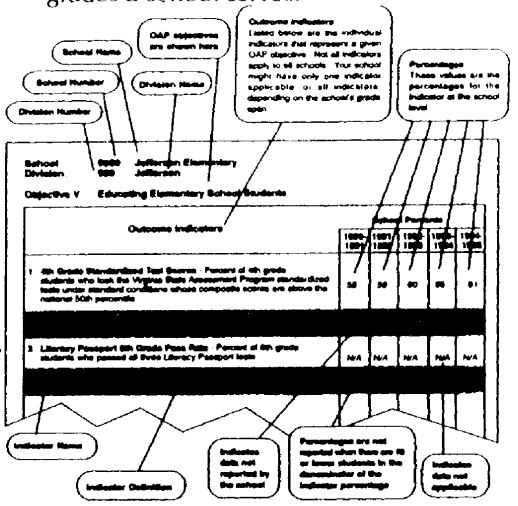
State Report — The Virginia Summary Report gives an overview of the performance and progress of the state as a whole. In addition, the report provides a listing of all school divisions' scores for each outcome indicator.



Division Reports — A Division Report provides detailed information on the performance and progress of a single school division.



School Reports — A School Report provides detailed information on the performance and progress of a single elementary, middle, or high school. The amount of information depends on the grades a school serves.



An Interpretive Guide is included with each type of OAP report. This booklet provides useful background information and guidelines for reading and understanding the reports.

Results in Context

State and division OAP reports include community and student background information. These statistics include measures such as the educational level of the community, local wealth, and students' socioeconomic status. Each community served by a school has a distinct population, and each student body has distinct characteristics. Information on these factors can help give more local context to school performance.